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ABSTRACT

A collaborative project involved Collins and Aikman, Inc., Pitt Community College, and the U.S. Department of Education in an effort to improve the literacy level of the company's work force in order to increase productivity. A pretest of about 400 of the company's 513 workers in 1 division uncovered educational needs in reading and mathematics literacy. A group of 14 production workers helped to analyze the jobs at the plant and to design the workplace literacy program. Equipment and materials were ordered, students were recruited, and class schedules were set up during the first 3 months of the program. The program was offered in an open-entry/open-exit format serving 135 workers during the next 19 months, a total of 8,010 contact hours. Students could enroll up to 4 hours per day before or after their shifts; they could enroll for any number of hours, but were paid for 4 hours per week. Courses were offered in reading and various levels of mathematics. Of the original 135 participants, 32 completed the program, 22 withdrew (moved, terminated, or retired from employment), 54 students were continuing with the program after the end of the grant period, and the status of 27 participants was unknown. Four students passed the General Educational Development Test, and five others are working to pass that test. Scores in reading and mathematics improved for almost all students, as shown on pre- and posttests using the Test of Adult Basic Education. In addition, students indicated a high degree of satisfaction with the program. An outside evaluation rated the program as a great success; one factor contributing to that success was extensive staff development for the teachers. (Appendixes to the report contain course materials and outlines and student survey results.) (KC)

ED 370 002

Cultivating Abilities through Continuous Achievement $(CA)^2$

A National Workplace Literacy Grant Project

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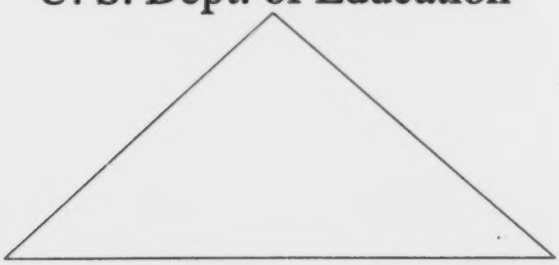

Pitt Community College

Collins & Aikman, Inc.

CE 066 615

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June 1, 1992 - March 31, 1994

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Section 1

Final Performance Report

Submitted by
Marguerite Stephens
Project Director

Project Personnel

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Introduction

In June, 1992, Collins and Aikman, Inc., Specialty Fabrics Division in Farmville, NC, Pitt Community College (PCC), and the U.S. Department of Education combined resources to form a partnership to improve the literacy level of C & A's workforce which would lead to increased productivity. Through this collaborative effort we set out to create an environment which would nurture the personal growth of each individual in his/her professional and personal life.

With a workforce of 750, Collins and Aikman (C & A) manufactures specialty fabrics used primarily in the production of automobiles. Lingerie, sportswear, and casket lining are also large accounts with C & A.

Initial efforts were made in 1990 to begin planning for this project. PCC employees from the Literacy Department pre-tested almost 400 of the 513 production workers using the Test of Adult Basic Education. Results from this endeavor clearly demonstrated a need in reading and math literacy.

Fourteen production area (hourly wage) employees from various departments at C & A were chosen to serve as a Focus Group. Meeting regularly throughout the initial phase, this body of workers helped to design the program and to set policy for participation. During the start-up phase, the Focus Group developed a name for the program -- Cultivating Abilities through Continuous Achievement, or $(CA)^2$.

With the assistance of a CASAS Job Analysis team, job task analyses were conducted for the primary jobs at C & A. With objectives and needs identified, the project director then began to develop curriculum to address the identified critical tasks. Later in the project a curriculum writer was employed to continue and expand this process.

Additionally, during the three-month start-up phase, the project director ordered equipment and materials, marketed and recruited participants, finalized the class schedule, and prepared the physical layout of the learning environment.

The program was offered on an open-entry, open-exit format, serving 135 students during the next nineteen months, with a total of 8010 contact hours provided. The program continues to serve C & A employees and many of these students continue to attend class even after the end of the grant period.

The following is a breakdown of the original 135 participants:

Completed	32
Withdrawn (moved, terminated, retired)	22
Continuing	54
Status Unknown	27

In addition to serving 135 students during the grant period the $(CA)^2$ staff also conducted orientation sessions for ninety-five trainees at C & A. Included in the company orientation and training phase, new trainees spent on the average of forty-five minutes in the classroom. Instructors and other project staff members explained the program policies and procedures and introduced them to some of the programs offered.

Goal

This project was conceived and designed to respond to and attain one central goal:

Through a partnership between Collins and Aikman Corporation and Pitt Community College, to develop, implement, and evaluate the effects of a Workplace Literacy Program which will 1) measurably enhance specific literacy competencies among the employees of Collins and Aikman, 2) result in visible improvements in the job performance of such employees, 3) enhance the employees' opportunities for occupational retention and advancement, and 4) contribute to the viability, productivity, and economic success of the company.

Program Objectives

The above goals were achieved through the following objectives:

1. To accurately define the specific educational competencies which are demonstrably necessary for adequate job performance

2. To validly assess the current level of attainment of the identified job-specific competencies of C & A employees in the Workplace Literacy project

3. To design and implement an individualized, competency-based workplace literacy program/curriculum which is educationally sound, job-related, and of sufficient instructional quality to ensure reasonable probabilities of successful attainment of desired learning outcomes among participants

4. To acquire and/or develop instructional materials for the program which are adult-oriented, job-specific, and proven to be effective in the teaching of literacy competencies to adult students

5. To insure that all instructional, administrative, and support personnel possess the skills, knowledge, and abilities to implement the proposed program in an effective manner

6. To create and implement valid assessment mechanisms which will verify: a) student attainment of mutually-negotiated learning objectives, b) the effects of program outcomes upon employee job performance and personal growth, and c) the value of the program to the economic and organizational goals of the partner corporation

7. During the project period, to establish a mechanism whereby this initiative will be perpetuated after external funding ceases

Description of the Program

A. Facility

The classroom and office designated by C & A for the program was part of the training area of the plant. The training area, although isolated from most plant areas, was easily accessible. It provided a quiet, non-threatening, and non-distracting environment. Because the location was not highly visible for day-to-day operations of employees, we had to work hard to get our name out in the mainstream of the plant.

At the beginning of the project, C & A ordered ten new study carrels for the classroom. These proved to be invaluable in providing the privacy which is so important to most students. Two long tables along the opposite wall gave ample space for larger interactive computers and for working with students one-on-one. Additional adjacent rooms were used for audio-visual activities and testing.

In addition to the concern for an appropriate physical environment which best fosters learning, we also found that creating a positive social and emotional climate had a great impact on learning. Social interactions between instructors and students contributed to the students' sense of self-worth and promoted the students' trust in the instructors and the program. Recognizing individual differences is the first step toward building teamwork and group cohesiveness.

B. Training Schedule

Based on initial response from registration papers, a class schedule was set up to accommodate the most requested time periods.

6:00 - 10:00 a.m.	Monday through Thursday
1:00 - 5:00 p.m.	Monday through Thursday
8:00 - 12:00 midnight	Monday, Tuesday, & Thursday

Collins and Aikman operates on a 7:00/3:00/11:00 shift schedule. This training schedule provided options for workers of each shift to attend class either before or after their shift.

C. Attendance Policy and Sign-in Procedure

Employees of Collins and Aikman enrolled in the $(CA)^2$ program with an instructor, the project director, or the secretary during hours of operation. Participation was voluntary with an open-entry, open-exit policy. Classes were offered before and after each shift change to accommodate the employees' work schedule.

Collins and Aikman offered (and continues to offer) a pay incentive to students participating in the program. Students were reimbursed their regular pay rate for each hour of attendance beyond the first hour each week. Students could attend class an unlimited number of hours each week, but only received pay for up to four hours per week.

Upon enrollment in the program, students completed all necessary paperwork as required by the community college. Students signed in and out each time he/she reported to class. This information was recorded by the instructor on the attendance card (*Appendix A*) as well as on the PCC attendance roster. The first hour each week was recorded on the left side of the card with all remaining hours being indicated on the right side. On the Friday closest to the middle of the month, hours were totalled, and cards were copied and submitted to C & A's accounting office. An education pay was included in the next week's pay check.

D. Characteristics of Participants

TERM	Fall '92	Winter '92-'93	Spring '93	Summer '93	Fall '93	Winter '93-'94
# Served	94	61	60	52	41	40
Mean Age	40	43	43	43	43	44
Black	57	39	38	34	27	28
White	16	22	22	18	14	12
Male	48	38	40	37	26	27
Female	25	23	20	15	15	13
Years with Company:						
0 - 5	10	6	5	2	2	3
6 - 10	18	13	12	6	1	6
11 - 15	18	8	9	10	10	10
16+	27	34	34	34	29	21

Marketing Strategies

The program was open to all production workers. Continuous efforts were made to inform these employees of the program. We found that many employees were reluctant to join until they had given the program time to prove itself. Special efforts were also made to reach second and third shift employees.

A variety of marketing strategies was used throughout the grant period.

- Signs, banners, and posters throughout the plant were constant reminders of the program and what it had to offer.
- Brief videos of the program were run on the VCR in the information center.
- The electronic sign in the canteen was a powerful tool for getting the word out fast.
- Articles in the Focus Magazine (quarterly) attracted a lot of attention from participants and non-participants. (*Appendix B*)
- Early on, sending personal notes and making phone calls to absent or "missing" students brought about positive results.
- The Focus Group members also served as a valuable resource for publicizing the program on the plant floor.
- Mandatory plant meetings (scheduled round the clock in 45 minute blocks) were held at the beginning of the project period so that project personnel could explain the program and answer questions from C&A employees/potential students. This was done again six months into the program.
- Whenever possible, the project director attended other C&A mandated plant meetings (usually twice a year) to present something new and exciting about the program.
- Refreshments served at Christmas and at the Spring Fling were for the students but this also served as a great marketing technique for others. Food always gets more attention!

One of the distinguishing characteristics of this program is that C & A allowed easy access to the workers on the plant floor. Constant contact was made through notes, visits, and phone calls. Information gathered and dates of contact were noted on a follow-up card which was kept on each student.

Program Objectives

1. To accurately define the specific educational competencies which are demonstrably necessary for adequate job performance

The CASAS Job Analysis team worked with the project director to identify the primary jobs for initial analysis and competency extrapolation. This process included job shadowing of employees performing the targeted jobs and an analysis of job materials. The CASAS job profile (*sample, Appendix C*) was used to dissect these jobs into discrete competencies.

The identified competencies then became the basis for formulating the learning objectives contained in the Individual Education Plans (IEP's) of students who perform these jobs (*Appendix D*). The IEP was tailored to fit the job tasks, requirements, and needs of the partner industry. They list all competencies identified in the task analysis phase. For each competency, the specific instructional materials and pages to be used for attaining the competency are identified. These materials include not only commercial items acquired but also industry-specific curriculum modules.

2. To validly assess the current level of attainment of the identified job-specific competencies of C & A employees in the Workplace Literacy project

During the initial needs assessment phase, 392 production workers were appraised with the TABE Locator. Results of the Locator are as follows:

	READING (392 tested)	**MATH** (390 tested)
Level E (Easy)	97 (25%)	114 (29%)
Level M (Medium)	63 (16%)	144 (37%)
Level D (Difficult)	105 (27%)	89 (23%)
Level A (Advanced)	127 (32%)	43 (11%)

After the appropriate level of the TABE was administered, score sheets were scanned and a profile was developed for each participant. These profiles indicated the following areas of need:

	READING (392 tested)	**MATH** (390 tested)
Critical Need: (0.1 - 4.9)	95 (24%)	77 (20%)
Great Need: (5.0 - 8.9)	176 (45%)	250 (64%)
Some Need: (9.0 - 11.9)	121 (31%)	63 (16%)

As employees from this pool enrolled in the program they were given the CASAS appraisal and the appropriate level of the Employability (reading and math) tests. These results indicated specific workplace competencies which needed to be addressed. Instructors met with learners individually to design the IEP and to set clearly defined goals which were measurable and specific.

3. To design and implement an individualized, competency-based workplace literacy program/curriculum which is educationally sound, job-related, and of sufficient instructional quality to ensure reasonable probabilities of successful attainment of desired learning outcomes among participants

In designing the program for Collins and Aikman, several specific steps were taken after the assessment of needs. Some of these procedures were done sequentially while others took place simultaneously.

1. Market the program/Recruit participants (See page 8)
    a) plant-wide meetings
    b) posters and flyers
    c) Focus Group
    d) surveys and registration forms
2. Order equipment and materials
3. Hire and train instructors
4. Schedule class times; notify participants of times and locations
5. Develop IEP's
6. Develop curriculum based on workplace specific competencies
7. Conduct class sessions using a multi-media format
    a) textbooks and workbooks
    b) computer-assisted instruction
    c) small group activities, discussions, role plays
    d) audio/video tapes
    e) lectures
8. Monitor student progress
9. Evaluate student progress

The curriculum for the project was set up to accommodate the varying levels and interests of the students. The GED curriculum followed basically the same approach as the sponsoring community college. Instruction was provided to GED students in all five areas of the GED, however, students most often needed more reinforcement in the areas of math and writing skills. Depending upon the time frame and the competency level of the students, combinations of one-on-one, small group, and individualized instruction were used.

Students who held high school diplomas and scored above 8.9 on the TABE were enrolled in the computer-assisted instruction according to their own interests. These students took the progress tests accompanying each program or module. These students focused on higher level vocabulary skills, problem-solving and critical thinking skills, workplace specific modules, algebra, and geometry.

During each quarter, all other students focused on one or more areas of study. A brief course description is follows:

"**The Fibers of Reading**" - Covering the fundamentals of reading, the course concentrates on sounding out letters and words, comprehension skills, and basic vocabulary.

"**Constructive Reading**" - The intermediate level reading course offers further instruction and reinforcement in comprehension and vocabulary skills. Students work on finding the main idea, drawing conclusions, using context, sequencing, and inference skills.

"**Reading for Quality**" is the advanced reading course which enhances higher comprehension and vocabulary skills and stresses critical thinking skills.

"**The Fibers of Math**", a fundamental math course, deals with number value and computational operations using whole numbers and an introduction to fractions.

"**Constructive Math**", an intermediate level math course, covers fractions, decimals, percents, and ratio and proportion. Solving word problems related to the workplace is an important element of this course.

"**Math for Quality**" primarily includes skills in areas of geometry and algebra.

4. To acquire and/or develop instructional materials for the program which are adult-oriented, job-specific, and proven to be effective in the teaching of literacy competencies to adult students

Many of the materials used in this project were acquired through various methods during the start-up phase. We began the program with those materials with which we were familiar from our experience at other PCC sites. Visits with other programs and inquiries with the staff of other projects were valuable resources as well. Demonstrations by software and textbook vendors and displays at basic skills conferences helped us to complete our search.

Selection of our multi-media format materials followed certain guidelines. The materials must be (1) adult-based, (2) appropriate for independent learners as well as for small groups, and (3) job/industry-specific whenever possible. We also focused on materials which addressed the needs of our learners and their diverse learning styles.

Acquiring materials was an on-going process as new materials were constantly being developed. This provided a change and gave the program a continued sense of freshness and variety. After materials were received they were catalogued and summarized into a Textbook and Materials Guide (*Appendix E*) to serve as a reference for instructors.

As job audits were conducted and the program matured, materials from various departments were collected and the project director developed contextual activities on them. These activities addressed the CASAS competencies which surfaced in the job audits. An example of these activities is included as *Appendix F*.

In the twelfth month of operation, an education specialist was hired as the curriculum writer for the program. She continued to design curriculum specifically correlated to the job tasks. She used workplace materials (SOP's, charts, instructions, etc.) to develop modules to provide exercises in vocabulary, comprehension, computation, critical thinking, problem-solving, and communication skills. The objectives of the modules developed are attached as *Appendix G*.

The education specialist also offered a Workplace Dynamics course in four phases. One to one-and-a-half hour classes were held twice weekly with each phase lasting four weeks. The curriculum, developed by McVey & Associates, Inc., New Readers Press, involved sixteen role plays and simulations for workplace settings and was customized for the C & A environment.

One of the software programs discovered in our search that stood out as appropriate for our program and addressing adults in the workplace was TEXTdisc -- developed by Interactive Knowledge and North Carolina State University's Literacy Systems Center for the Sara Lee project. This is a CD-ROM disc containing multimedia workplace literacy courseware created especially for the textile industry. Initial modules included the following modules:

Preparing Cotton Fibers for Spinning
Spinning of Wool and Cotton Yarn
Knitting Fabric
Weaving Fabric
Fabric Finishing and Color Application

The NWPL program at Collins and Aikman was invited to assist in expanding the TEXTdisc modules to include "Automotive Upholstery." The project director, with the cooperation and collaboration of C & A's Human Resources Department, wrote the text and made photographs which were incorporated into the revised TEXTdisc.

5. To insure that all instructional, administrative, and support personnel possess the skills, knowledge, and abilities to implement the proposed program in an effective manner

A substantial amount of training was done during the start-up phase of the project. The project director and the Director of Individualized Instruction from Pitt Community College attended the National Workplace Literacy Start-up Conference in Washington, DC in May, 1992. Additionally, project staff (project director and instructors) were provided three days of training by the CASAS Installation team. This included the correct administration and interpretation of CASAS assessment instruments and scores, curriculum development based on identified competencies, and teaching in a competency-based instructional mode.

All instructors and project personnel completed a four-hour industry orientation. This session covered the plant's policies and procedures, a plant tour, and a film on the history and development of Collins and Aikman.

Other staff development activities attended by the project personnel were as follows:

North Carolina Basic Skills Conference in Fayetteville, NC, August 1992

Creative Thinking Seminar presented by Stephen Brookfield, sponsored by Pitt County Memorial Hospital Education Department, September 1992

Adult Learning Workshop presented by Dr. Elizabeth Knott of East Carolina University, sponsored by the Workplace Literacy project, October 1992

Management and Leadership Class taught by Bob Griffin, sponsored by Pitt Community College, January - March 1993

Cultural Diversity Seminar presented by Jovita Ross-Gordon, sponsored by ECU Adult Education Association, April 1993

Learning Disabilities Workshop presented by Jovita Ross-Gordon, sponsored by ECU Adult Education Association, April 1993

North Carolina Community Colleges' Adult Education Association Conference in Morehead City, May 1993

North Carolina Basic Skills Conference in New Bern, NC, August 1993

Staff Development Workshop sponsored by PCC Continuing Education Department, August 1993

National Workplace Literacy Wrap-up Conference, Washington, DC, September, 1993

Staff Development Activities (continued)

Staff Development Day sponsored by Pitt Community College, October 1993

CASAS Training Workshops sponsored by PCC Continuing Education and Workplace Literacy project, February 17-18 and March 3-4, 1994

North Carolina Community Colleges' Adult Education Association Conference in Asheville, NC, March 1994.

Additional staff development was achieved through the viewing of videotapes dealing with teaching adults in a competency-based program. Staff development is on-going and draws upon the expertise of staff members.

6. To create and implement valid assessment mechanisms which will verify: a) student attainment of mutually-negotiated learning objectives, b) the effects of program outcomes upon employee job performance and personal growth, and c) the value of the program to the economic and organizational goals of the partner corporation

The external evaluator for this project has been Denise Voncannon. Her final report is attached as Section 2. The various methods of **internal** evaluation are presented here.

Instructors monitored students' progress in class and provided written comments on student IEP's. On a monthly basis instructors recorded their observations of student performance and wrote words of encouragement and guidance in individual student records. The student initialed beside the comment area indicating he/she had read it.

Students were asked periodically to complete an evaluation form to assess the program's effectiveness on meeting their needs and expectations. Results of these surveys are included in *Appendix H*.

Participants were systematically recognized in the program for completion of books, modules, and courses. During the grant period, eighty-one such certificates were presented to learners (*Appendix I*).

Another form of evaluation conducted was the monitoring of employees' attendance in classes. Fifty-seven of the 135 students (42%) attended three or more quarters out of the six quarters. Thirty-seven students (27%) enrolled for a period of time, discontinued attendance for a significant period of time and returned to class. The regularity of voluntary attendance is viewed as an indication of how relevant and effective the program has been in meeting employee goals and expectations.

Through the help of C & A's Human Resources Department, as well as interviews with employees, we maintained an informal monitoring of employees' involvement in continuing their education. Many $(CA)^2$ students went on to pursue further education after participating in the basic skills program. The biggest challenge to evaluation has been gathering quantitative data showing the impact of the program on job performance. The confidentiality of the program for participants means that supervisors cannot be used as a resource for evaluative measures. However, often through informal interviews with supervisors and middle management, we were given very positive comments concerning the program and how it had effected employees.

Collins & Aikman
SPECIALTY FABRICS DIVISION

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November 1, 1993

Dr. Jack F. Cherry
Dean of Continuing Education
Pitt Community College
P.O. Drawer 7007
Greenville, NC 27835-7007

Dear Dr. Cherry:

The National Workplace Literacy Project at Collins and Aikman is a partnership which is enjoying many benefits. The PCC team has merged well with our business culture, always sensitive to the policies and procedures established by the company. Employees feel comfortable with the project personnel and participants have put trust in them. The project staff continues to use unobtrusive measures to observe job tasks, interview employees, and market the program.

Various departments report upward trends which indicate that the program is running smoothly and successfully, and impacting positively on the company's productivity.

- A total of 3,600,000 safe work hours was reached in April, 1993. This was only the second time in C & A's history that over 3,000,000 was reached.
- 1992-93 shows C & A's lowest cost of non-conformance since its establishment in 1989. The losses for making seconds, customer returns, and the cost of reworks are added together as cost of non-conformance. Using a standard of 1.0 in 1989, C & A's cost of non-conformance is currently at a rate of .67 -- compared to .93 in 1991.
- The rework rate of automotive fabric has been on a downward trend during the past 13 months.
- C & A has a current overall attendance average of 98%.
- Supervisors report that employees are responding more appropriately to oral and written instructions, are better able to interpret job-related written material, and are more accurately using computational applications on the job.

After six months of operation, program participants were asked (via anonymous surveys) about the impact of the program on various job-related and personal objectives. Ninety-eight percent of participants surveyed indicated that the program has contributed to increased self-confidence on the job. One hundred percent said that they have been able to transfer specific skills learned to their jobs. One hundred percent of those surveyed indicated that their self-esteem is higher as a result of participating in the program.

While we realize that the workplace development program is just one factor contributing to our company's success, we know that it has played an important part in overall company morale, stability, and productivity.

Robert P. Lambert
Human Resources Manager

RPL/mg

cc: Marguerite Stephens

7. During the project period, to establish a mechanism whereby this initiative will be perpetuated after external funding ceases

Both Pitt Community College and Collins and Aikman have committed to continuing the program after the grant period. PCC continues to contract instructors to conduct classes and provide one-on-one instruction and counseling. C & A has budgeted $42,000 in the 1994-95 fiscal year for additional supplies, equipment and maintaining the compensation pay for participants. The equipment and materials supplied by this grant remain at C & A for use by the program participants.

THIS IS NOT THE END.
IT IS THE BEGINNING.

"We should all be concerned about the future because that's where we'll have to spend the rest of our lives."
Charles Kettering

Project Outcomes

This program set out in the beginning to accomplish certain goals and to achieve higher levels of competency scores. There have been many positive results from our endeavors here at Collins and Aikman. Four students have received their GED's while five other students are actively pursuing theirs. The following TABE scores are given to indicate pre and post results for students who have thus far tested. Many students continue in the program and new test results are being posted almost daily.

Reading			
Form	*Pre*	*Form*	*Post*
D5	8.5	D6	12.9+
D6	7.4	D5	8.5
E6	1.6	E6	1.9
E5	1.6	E6	2.0
D5	8.7	D6	12.2
D5	7.5	D6	8.2
D6	6.4	D5	7.8
D6	5.7	D5	8.7
E5	3.5	E6	3.3
E5	5.9	M5	8.9
A6	9.0	A5	10.6
E6	5.5 (orally)		5.2 (indep)
E6	2.7	E5	3.9
A5	7.5	A6	12.9+

Math			
Form	*Pre*	*Form*	*Post*
M5	8.3	D5	9.7
M6	7.1	M5	9.7
A5	8.3	A6	9.5
M5	7.3	M6	7.7
M5	7.3	M6	7.7
D5	7.7	D6	10.6
E5	8.2	M5	8.9
D5	6.9	D6	12.2
D5	8.4	D6	10.6
M5	8.0	M6	10.9
A5	8.6	A6	12.9+
A5	8.8	A6	12.7
A5	8.8	A6	12.9+
A5	8.6	A6	10.2
M5	7.9	D5	12.9+
A5	8.8	A6	12.2
D5	5.3	D6	8.3
M6	8.3	D5	12.2
D5	10.6	D6	12.9+
D5	9.9	D6	12.9+
D6	9.3	D5	12.9+

Outcomes (continued)

There have also been several unexpected outcomes which are equally as important.

- Two students frequently report having stayed up until 3:00 or 4:00 in the morning (after working second shift) to work on math or reading.

- Another student who came into the program as a non-reader is now in the process of purchasing a computer with a CD-ROM drive for his personal use at home. He has asked the project staff for assistance in choosing his equipment and appropriate software.

- A student who entered the program on a very low reading level and has worked diligently for one and one-half years, recently came to class beaming from ear to ear because he was able for the first time to read a letter from his daughter's school.

- Several of the math students gained a great deal of satisfaction from learning algebra skills and helping their high school children bring their grades up in algebra.

- One student boasted of being able to help his son with his homework for the very first time.

- Many of the students are now reading newspapers, magazine articles, and attempting crossword puzzles for the first time.

Benefits of the Project

Benefits to the Student Participants:

Improved basic skills which lead to improved job performance, job satisfaction, job stability, and additional career opportunities

Improved level of self-confidence in the workplace and other aspects of their personal lives

For some participants, the attainment of the GED

Additional future educational opportunities

Benefits to the Collins and Aikman:

A workforce possessing a higher level of literacy and problem-solving skills

Increased employee productivity with reduced absenteeism, production error rates, and downtime

Enhancement of company training and human resource development

Job analysis of primary targeted jobs

A workforce that is more self-confident to try new learning experiences

Benefits to Pitt Community College:

Ability to analyze jobs and define specific competencies needed for adequate performance

A team of experienced instructors who are competent in workplace literacy

Mastery of multi-media instructional delivery which responds to diverse learning styles

Possession of a model competency-based Workplace Literacy Program which will be replicated in other business and industry sites

Barriers to Participation

Through the development and use of a follow-up card (*Appendix J*), the project director and instructors systematically noted reasons for non-attendance. After a student had missed two weeks of class, a note was sent to him/her through interdepartmental mail. Many students responded to these notes and gave reasons for not attending. We frequently found that just because a student is not coming to class does not mean that he/she does not want to be there. Other adult responsibilities often conflicted with scheduling.

Continuous contact was made with students in person in the canteen or on the plant floor. The major barriers to participation have been found to be as follows:

child care problems
transportation - usually temporary
other jobs
other commitments (church)
sickness or injury
seasonal reasons: gardening, farming, Christmas shopping
pay day every Thursday (pay bills)
working 7 days a week
family responsibilities (caregivers of aging parents)

What We Learned
Practices that Made a Difference

Be enthusiastic and have fun!

Traditional materials alone do not work for all students. These must be integrated into workplace specific materials.

For adults, reading does not necessarily move on a continuum from simple word recognition to comprehension and higher thinking skills. Learners can understand concepts without first muddling through every step of letter and word recognition

Teach the skills to finding answers rather than knowing the answers. There is often more than one right answer.

Self-esteem is as important as skills acquired. Instructors put great emphasis on building a rapport with students and helping them to realize their own self-worth.

Keep middle management informed and involved so that they will be supportive and encourage their workers to participate.

Limit the Focus Group to production workers. They are more likely to speak out and share ideas if their supervisor is not present.

Be open and honest with partner industry management. Build trust and never jeopardize that trust.

Be sensitive to the partner industry's policies and procedures. Learn everything possible about the industry's culture.

Maintain a friendly and sincere disposition toward all employees. Allow students to get to know and feel comfortable with the project staff.

Try many different marketing strategies and publicize the program constantly.

Show genuine concern for the academic and personal welfare of the students.

Always seek ways to be creative.

What We Learned: Practices that Made a Difference (continued)

Seek to learn from the students. Draw upon their varied experiences.

Give encouragement, feedback, and praise often to the students.

Keep records of follow-up on students (reasons for dropping, obstacles to participation)

Establish specific short-term goals which are measurable.

Student Reflections

The $(CA)^2$ program is helping me to build my math and reading skills which gives me a greater sense of self-confidence. I recommend the class to others because you can learn or refresh skills without feeling pressured or intimidated. You can go at your own pace and the instructor is always willing and ready to assist you. K.S.

I recommend the class to others because of different things to work on and no one makes fun of you. You can work at your own pace. B.M.

In class I enjoy working on the computer the most because it's like having my teacher right there in front of me. It lets you know when you're right or wrong without scolding you. C.R.

We have fun in class and we enjoy what we are doing. We are learning and we are not ashamed to learn. A.W.

I like speed reading very much because in my Christian life I must learn to read and pronounce words well so that in my role in the ministry I can be a more effective teacher. Also when I am on the job as a computer jet dyer I can do a better job. C.H.

I enjoy vocabulary skills because it helps me to understand words that I come in contact with on the job. A.F.

The $(CA)^2$ program helps me to read better and it has helped me to do better work on my job. J.C.

I am learning more about math. I find myself looking at sale papers and I can figure the amount of money that I can save. M.S.

The more you learn the more you will want to learn. M.G.

We as workers need to be prepared for anything that comes along. The world around us is getting more technical and we need to be able to keep up with our fellow workers. I recommend others taking this class to refresh themselves in an area that perhaps they are weak in. D.W.

I recommend $(CA)^2$ to others because one can never learn too much, but one can forget real easy. The more you learn the more you know, and that is something you can use for the rest of your life and no one can take that from you. I love that! F.W.

Observations and Experiences

of

$(CA)^2$ Instructors

Michael Stephenson

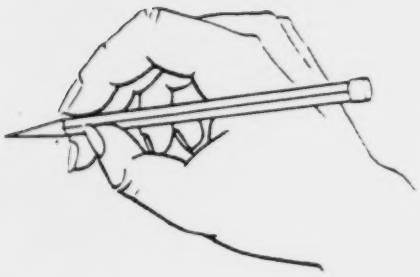
Being an instructor for $(CA)^2$ provides a unique opportunity of teaching and learning from adult students. The students bring a great deal of self-motivation and energy to learning and bettering themselves. To say "I don't know how" to do something is very difficult for many people, but these adult learners are not afraid to acknowledge this and to do something about it. They are not to be pitied, but envied.

As a trained musician, I have taught adults for over eight years. Like most musicians, I was looking for an opportunity to earn extra income so I became an adult basic skills instructor. What seemed at the time to be a temporary job became something much more. That was four years ago.

After just a few short weeks, I began seeing people make something better of themselves. Adults were earning their GED's, preparing to go back to school, or trying to be a better role model for their kids. Everyone had different reasons for continuing their education.

All of this self-motivation and energy for bettering themselves made me ask questions of myself. Am I doing the same in my own life? I became more involved in the musical events of the community. Community bands, performing in rest homes, and even forming an all volunteer musical organization became important to me on my "off" time. I received inspiration from the students at $(CA)^2$ to work out more in the community.

Many of the students at $(CA)^2$ have moved on to better things after we provided education that they desperately needed. It's great seeing adults after they learn that they are capable of learning display more confidence in themselves. $(CA)^2$ has been a success for the students as well as for the instructors.



Angela Shivar writes:

At the beginning of the program at Collins and Aikman, I wasn't sure what to expect. I walked into a room full of strangers. They were all very quiet and unsure of themselves. We started out sitting in the office talking one on one about their goals and struggles they have gone through in their lives. Individually they told me stories of sacrifices and what their ultimate goal would be...learning to read.

I worked with each student individually the first few weeks. Amazingly enough, they all had the same goals. Once they realized they had the same goals, they agreed to work as a team to meet these goals together.

I remember one night in particular. The lesson was to write about their experiences in school and to discuss their stories. As they talked about their stories I was reminded of my grandfather, who had passed away a few years earlier. He never learned to read and their stories sounded a lot like his. Most of the students grew up in rural North Carolina and had to work at very young ages. This meant they did not attend school. When they did, they were behind and were punished for being behind. One student quit school in the second grade just like my grandfather.

That night I became dedicated to my student, heart and soul. If I can help just one student reach that ultimate goal, I will feel that I have made a difference.

Angela Shivar

****Dedicated to my grandfather Pete Grady

Larry Chance shares . . .

The instructor's job at $(CA)^2$ is one of the most rewarding experiences of my life. All of the students are polite, eager and willing to learn. It is a paradise-like environment. If I won the million dollar lottery I would still keep this job!

❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖ ❖

As an Adult Education instructor, I've learned to respect the true meaning of learning and succeeding. The people I've worked with are very committed, hard-working and sincere students. This program has done wonders for the self-esteem of most of the students as well as for mine. It has enabled me to gain more teaching experience and also to realize that there are individuals who are serious-minded about learning and utilizing their cognitive skills.

One experience that has remained deep in my mind was when one student had the idea that the reason he didn't understand math was because he was "just plain stupid." One day he made that remark out loud to himself and I sat down and explained the math problem to him. At that time I also explained to him that people have different learning styles and are slower to comprehend some concepts that others. I just came straight out and told him that he was not stupid but bold and intelligent because it takes a committed, dedicated, and serious-minded person to try to improve/overcome their weaknesses in school, especially after they've been out of school over 20 years like himself. From that day on, he has continued to come to class and has improved steadily on his math skills.

Overall, this occupation has been a fulfilling and enriching experience. I hope to inspire and to continue to help others learn and improve on applying their cognitive skills to various concepts.

Sharon Y. Ward

SUMMARY

> **TELL** me and I'll forget.
> **SHOW** me and I may remember.
> **INVOLVE** me and I'll understand.

Although needs analysis, job audits, curriculum development, marketing, and recruiting were all part of the initial phase of the project, all of these processes were on-going to some extent throughout the project period.

As new equipment and procedures were put in place at Collins and Aikman, additional job shadowing and dialogue with key personnel were integral parts of continual curriculum development and refinement. In some cases, a restructuring of C & A's procedures called for the rewording and up-dating of materials.

Once the program was up and running it fueled itself in many ways. But one of our greatest challenges was to present the program to employees in new and creative ways -- always keeping it alive and inviting.

Section 2

Evaluation

Submitted by
Denise Voncannon
External Evaluator

FINAL PROJECT REPORT

INTRODUCTION

On March 29, 1994 the final on-site visit was conducted for the workplace literacy program at Collins & Aikman in Farmville, NC.

I met with Marguerite Stephens at the learning site. We discussed administrative issues for the project as well as a demonstration of the computer assisted options available at the site. I also met with Dorenda Bryant who developed curriculum specific to the learner's needs in this program.

I remain favorably impressed with the project. A continuing positive alliance between the college and the employer was maintained. The employer's sincere interest in the employee as a valued resource, along with the college's enthusiasm and proven track record, contributed significantly to the success of this project.

FINAL PROJECT EVALUATION

REVIEW OF PROJECT MANAGEMENT

Marguerite Stephens, Project Director provided the quarterly reports submitted to the US Department of Education. These reports indicate that the project met the targets for student enrollment and progress. Reading and math are the two primary areas of study. The students seem particularly interested in the interactive computer offerings.

The project continues to utilize a focus group of C&A employees to champion the project. Membership was expanded to include program participants. Satisfied students continue to "spread the word" instead of remaining anonymous. The instructors' descriptions of the students' delight in learning to read simple passages or being able to assist their own children with algebra homework are inspirational. Students are attending now from the Distribution Center (since classes were provided at their work site) as well as from the manufacturing and administrative areas. Some concerns were expressed over the attendance conflicts are legitimate and are either due to outside personal responsibilities or illness. The most significant impact on attendance was caused by a seven day a week work schedule that started in July 1993.

REVIEW OF INSTRUCTIONAL METHODS/FACILITY/MATERIALS/ ACTIVITIES

The majority of the learning materials and other computer equipment and supplies are utilized by most participants. The facility has a warm, caring environment conducive to the adult learner. The instructors arrive early to prepare the site for their students. A bonding has occurred between the regular students and the instructors that promotes sharing and understanding of the students' needs. I had an opportunity to interview a student who shared his story of raising two sons on his own, and now is learning math skills and computer skills. He stated he wants his sons to go on to higher education and have a better life than he. I inquired about his need for math skills on the job. He responded that math was not a significant aspect of his work; however, he enjoyed learning math and thought it was helpful to him in other ways. He also shared a story of assisting another division of C&A with a problem. The newer employees who were attempting to solve a problem just had "book skills" and his experience and openness to see the problem from a process view allowed him to identify what was causing the problem and determine the solution in a couple of hours as compared to the two days of problem solving by the new employees.

Materials are readily available and appropriately targeted for the participants. Also workplace specific lessons and activities continue to be developed regularly to further meet the needs of the learners.

Another unique opportunity I had while visiting was to observe a portion of a group session. Dorenda Bryant, curriculum writer/instructor, was leading a brainstorming session on the pros and cons of cross training employees at C&A. This group had been meeting for several weeks and had progressed to being a very productive and supportive team. They discussed how they needed these group skills more and more in their work to identify problems and solutions together. One student commented that the biggest payoff for him was gaining a better understanding of himself and others. This was a bonus result that I had not expected!

A Workplace Dynamics course has also been implemented. This is a course that addresses communication skills, teambuilding, and problem solving skills. Examples are real life and relate to the C&A culture.

An analysis was made to relate job competencies to curriculum development. This included applying the CASAS Literacy Analysis and Competency List to job descriptions/task analysis. Individual training plans are developed from the individual's assessment results and the related job needs.

The curriculum was also expanded by the development of three study modules: Workplace writing, Organization Effectiveness, and Workplace Calculations. These were prepared by the project curriculum writer.

Many students also take advantage of the computerized modules. They reduce their fears of computers and make them feel like they are catching up with others they know who already use computers, such as their children or co-workers.

The ultimate advantage is for the learner to work at their own pace. In program evaluations, the atmosphere of "not being rushed" was mentioned frequently by participants. Also they enjoyed learning from "real life/work" examples and familiar resources.

PROJECT STAFF STATUS REPORT

In spite of turnover in program management at the community college (both the Dean of Continuing Education and the Director of the Learning Center were replaced), the project still continued to be a priority. In fact, the retired Dean of Continuing Education is still interested in the program and is interested in pursuing further evaluation for her dissertation. The instructors remain committed as well as the project director.

Staffing changed throughout the project. However, many staff members remained committed to the program and additional benefits were gained by adding the curriculum designer.

I interviewed Angela Shivar an evening instructor who has remained involved with this program since it began. She commented that the students have some common characteristics. Most students have low reading levels, fear of testing, and are very private. The students are protective of what they don't know. They prefer to work independently and sometimes get anxious about others knowing about their involvement in the program. Personal goals appear to be their strongest motivator. Some students talk of writing a book or assisting children with their homework. Being able to handle personal business, such as completing forms, following written instructions or reading correspondence, as well as handling the changes in the workplace, continue to keep employees attending the program.

She also mentioned that the day and night sessions run differently. The day students are more self-directed and seek less teacher support. The evening students are more interactive with the instructor and each other. This was verified by Laura Caudill, a morning instructor.

EMPLOYEE RESPONSE TO PROGRAM OPPORTUNITY

Since this is a voluntary program for the C&A employees, the offering of appropriate incentives was needed. Based upon successes in other workplace literacy programs, an incentive of some company paid time was incorporated. To date the company has paid what was targeted for their monetary incentive. Certificates of recognition and achievement have been awarded and are perceived as appropriate recognition by the participants. Class times scheduled at shift changes seems to be working well.

There was a need identified to take the program to the Distribution Center, that is located six miles from the main plant. Employees there were unwilling to come to the main plant, so the program was taken to them in January, 1994. Two classes are held there on two days of the week.

OUTCOMES AND LESSONS LEARNED

1. Solicit initial and on-going support from company management. Clearly identify their goals and available resources to maintain the program. Continually inform them of program progress and solicit their input to resolve issues.

2. Provide activities related to the workplace or personal lives of the students. Establish activities related to the individual's interests and goals.

3. Follow up with students who begin to miss classes. This personal touch is very important in student motivation. I particularly liked the "Follow-up Log" established by the project director.

4. Determine objective measures to evaluate the project's impact on work productivity prior to starting the learning center. Obtain baseline and compare at the end of the project.

5. Many students have speech impairments. Consider contracting with a speech pathologist to work with students to enhance their verbal communication skills. This would also be a great boost to their self-esteem.

6. Take the classes to the students. The closer you can be to the work site, the greater the level of participation.

7. Students perform best with a consistent instructor. Trust is very important to the participant's success in the program.

8. Required overtime to meet production schedules appeared to have the greatest impact on attendance. Students are too tired to attend when working additional hours.

9. Students are fearful of tests. Test taking strategies, including relaxation techniques and positive self talk, may be helpful in preparing students for assessments.

10. Constant support and encouragement from the instructors, peers, and company management impacts greatly on program success. The focus group expansion to include all program participants demonstrates the value of having all interested parties involved in championing the program. Visible recognition of participation and achievement is critical.

11. The monetary incentive was also important to success. The shared time concept worked very well.

12. Facility design is important. Individual, private sections, as well as classroom/conference space is needed for program flexibility.

SUMMARY

The C&A Workplace Literacy Project, Cultivating Abilities through Continuous Achievement, is a success. Many factors contributed to this positive outcome. The commitment of C&A is still there. In spite of the grant period ending March, 1994 , the company budgeted $42,000 for FY 1994-95 for additional supplies, equipment and compensation pay for participants. Pitt Community College will continue providing instructors and consultation for program enhancement. Students remain positive about learning new skills in this environment and attendance remains steady in spite of external pressures.

Marketing the program through a focus group, visual displays, one-on-one discussion, presentations at plant-wide meetings, and articles in the company newsletter served as constant reminders to the staff and management.

Continually adding new learning materials, relevant to the students, keeps the program challenging and fresh to the students and staff. One key ingredient for success was the staff development opportunities. The program manager and instructors attended several outside conferences and workshops targeted for workplace literacy. These are listed in the Final Performance Report. Also the addition of a curriculum writer provided further support.

The greatest challenge for a workplace literacy project is impact evaluation, The overriding concern for confidentiality limits the ability to accurately assess the transfer of learning to the job. However, C&A has commented in writing about increased safe work hours, a lower cost for non-conformance, a decrease in rework, a good attendance record, and that supervisors report that employees respond better to oral and written instructions, and are more accurate in work computations.

The upskilling of the American worker is a fact of life. Increased technology and competition initiated Collins & Aikman Corporation to go into a partnership with Pitt Community College. Everyone involved in this project sees its progress and are constantly impressed with discovering unforeseen benefits. The initial investment and ongoing support are paying off for all parties. I am pleased to have served as the external evaluator for this grant period.

Section 3

Appendices

Name _____ Learning Center _____
Last First Middle Phone #

Program _____

Schedule _____ Student Time Card _____
SS #

DATE	START	FINISH	TOTAL HRS.	CONFERENCE	DATE	START	FINISH	TOTAL HRS.	CONFERENCE

ADDRESS _____

APPENDIX A

Reminder

Emergency Room Deductible

You must pay $50 for each visit to a hospital emergency room for treatment of a condition that is not life threatening. This is in addition to any calendar year deductible. In order to help keep emergency costs down, there are several walk-in clinics available to you in this area with no appointment necessary.

Greenville:
Family Medical Care 355-5454
Greenville Health Care Center 758-4455
Med-Center One 752-0713

Wilson:
Wilson Immediate Care 237-2891

Snow Hill:
Snow Hill Medical Center 747-2921

Training

A Special Welcome Aboard
To Our New Team Members

Since Christmas we have recruited approximately 75 new team members. Our instructors have been very busy training and getting them prepared for their designated department. We are asking all team players for your patience, understanding, and support as these new team members enter this transition. Again, we want to say "Welcome Aboard" and we hope to have a long and lasting relationship. Pictured below are just a few of our new recruits as they were going through orientation.

New Recruits

$(CA)^2$
Cultivating Abilities Through Continuous Achievement

Education Enchancement For The Future

WZUP in $(CA)^2$

Are you still having classes upstairs?

Yes! $(CA)^2$ is still very much alive and in the main plant at the distribution Center. Currently there are 35 students working on one or more of the following:

math-fractions, decimals, percents, algebra, measurement
writing skills
GED preparation
vocabulary-customized for C & A
problem solving
study skills
preparing to take courses at PCC or ECU

Is it too late for me to sign up for classes?

Absolutely not! Students are enrolling at any time. You do not have to wait for a new quarter to begin.

How long will it take me to complete the program?

That's up to you and the goals you set. Try the program for just one month if you wish, or stay as long as you like. We'll help you to set some short-term goals.

Just what is a Spring Fling?

Forty-five students (former and current) recently found out that a spring Fling meant FREE ICE CREAM SUNDAES! For the early morning hours, bagels with cream cheese and home-made muffins got the day started off just right. The afternoon and evening groups built their own sundaes with 10 different toppings and finished them off in record time! This was PCC's way of saying "Thank you" to all students who have participated in the program during the last 20 months.

Dallas Koonce states "Just a wee bit more!"

Johnny Speight is just chillin out!

"Now let's top if off, Tick!" Marguerite Stephens replies to Milton Moye.

"This is gonna hit my spot!" commented class members Ralph Turnage, Buddy Prayer, Alvin Hooks and Dallas Koonce.

BEST COPY AVAILABLE

When does the grant period end?

The federal grant period ended March 31, 1994, but the program is continuing as long as there are students with interest and needs. Pitt Community College is still providing instructors to hold classes during the following times:

6:00 - 9:00 a.m.	Monday through Thursday
1:00 - 6:00 p.m.	Monday through Thursday
7:00 - 10:00 p.m.	Monday night
8:00 - 11:00 p.m.	Tuesday night

C & A continues to pay students their regular hourly pay rate for hours of attendance.

A new grant proposal has been submitted to the U.S. Department of Education but we don't expect to get word of grant awards until this fall.

What's happening at the Distribution Center?

Since January, eight students at the Distribution Center have been participating in classes on Monday and Tuesday afternoons. Lots of exciting things are happening there. All eight students have already received certificates for completing various books.

Willie (Buddy) Powell tackles another vocabulary lesson.

Hazel Nobles is not letting that algebra get the best of her!

FOR YOUR INFORMATION

❤ Cholesterol Checks

Three hundred and eighty employees participated in the cholesterol screening which was held March 30 and 31. Sponsored by the Safety Activities Committee to promote "Healthy Hearts," this was the first cholesterol screening offered to C&A employees in several years. The committee expresses their appreciation to C&A for supporting this project. The following results of the screening reinforce the necessity of personal yearly checkups:

- 186 NORMAL
- 37 BORDERLINE
- 157 REFERRALS

Referral cases were urged to seek medical attention immediately. Borderline and referral cases also had a brief conference explaining the dangers of high cholesterol and how to lower their cholesterol levels. High blood cholesterol attributes to heart disease and strokes. It is influenced by heredity, the exercise and maintaining the desired weight. Occasionally medication is required to lower the cholesterol level. DO YOU HAVE A HEALTHY HEART?

Robert Worthington (left) and Lonnie Grifton are preparing to get their cholesterol checked.

Workplace Analysis
Job Profile

Job/Training Program Dyeing / Preparation **Date** August 1992

Contact Person Roger Monroe **Phone #** 7357

Address _____

The **Workplace Analysis** can be used to identify the reading, writing, math, organizational, communication, problem solving, and workplace expectation skills that may be needed by an employee to succeed on the job or in training. The Workplace Analysis is available in two forms:

the **Workplace Analysis/Job Profile**, and
the **Workplace Analysis/Individual Profile**.

The **Workplace Analysis/Job Profile** can be used by workplace instructors to obtain an accurate analysis of specific basic skill competencies required to perform a job successfully. This replaces reliance on set reading or math grade levels, which do not accurately reflect the specific application of basic skills needed for success in employment or in training. The comment section is used to record information about the difficulty level and how frequently the specific skills are used during job performance or training. Workplace documents can also be referenced here.

The **Workplace Analysis/Job Profile** can be used to plan instruction that is concurrent with employment. The basis for curriculum will be specific, time will be used efficiently, and objectives will be targeted to meet the individual needs of employees for job related basic skills instruction. The specific basic skill requirements are cross-coded to the CASAS competency list to facilitate curriculum planning.

The **Workplace/Individual Profile** can be used by employers and basic skill instructors to determine an individual's ability to perform each basic skill in relation to the basic skill requirements of the job or training program. This information will be useful in establishing training and program interventions needed in order for the individual to meet the job requirements. The specific basic skill requirements are cross-coded to the CASAS competency list for use in establishing these interventions.

APPENDIX C

CASAS Comprehensive Adult Student Assessment System

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CASAS

APPENDIX C (cont.)

I. READING SKILLS	Workplace Requirements of Job/Program: Must Know To Succeed	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	CASAS Competency Number •	COMMENTS
A. *Read and interpret vocational vocabulary.*					
1. Read and interpret general vocational vocabulary. (e.g., danger, exit, manager's office)	✓			4.1.6.	
2. Read and locate information listed in alphabetical order. (e.g., files, parts, tools)	✓			2.1.1. 2.5.6. 2.8.3.	audit sheets
3. Utilize reference materials and glossary lists in vocational texts, manuals, and handouts.		✓		2.5.6. 2.8.2. 4.3.2	
4. Identify abbreviations and symbols specific to the job. (e.g., lb., UPS)	✓			4.1.6.	SOP, Stat. Process Control Chart
B. *Read and interpret written vocational materials.*					
1. Read and interpret specific information from written materials, e.g., employee contracts, employee handbooks, personnel policies, business letters/memos, and job manuals.	✓			4.2.2. 4.2.3. 4.2.4. 4.3.2.	company training covers this
2. Read and interpret written instructions from instructor and supervisor.	✓			4.4.3. 4.4.5.	notes from supervisor training materials
3. Read and interpret written sequential directions in textbooks, manuals and handouts.	✓			2.5.4 4.2.4	follow SOP pattern sheet
4. Read and interpret employee/student progress records or performance appraisals.			✓	4.4.4.	
5. Utilize table of contents, index, and appendices in textbooks, manuals and handouts.			✓	2.8.2. 4.3.2.	
6. Read and interpret basic instructions and labels in operating equipment and utilizing supplies.	✓			1.7.3. 3.4.1.	dye jets, dye tanks, slitters set makers, batchers, tumblers
7. Read and interpret charts, graphs, tables and forms.	✓			1.1.3. 4.4.3. 6.7	SPC, printouts
8. Read and interpret maps, schematic diagrams, pictorial drawings, illustrations and blueprints.	✓			1.1.3. 4.4.3. 6.6.5.	jet dye machines
9. Read and interpret basic switches and dials.	✓			1.1.4. 1.1.5.	all machines

• Refer to the **CASAS Curriculum Index & Matrix** for resource references.

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CASAS

APPENDIX C (cont.)

	Workplace Requirements of Job/Program: Must Know To Succeed	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	CASAS Competency Number *	COMMENTS
10. Read directions and interpret basic computer materials, e.g., printouts, software programs, etc.	✓			4.4.6. 4.4.7.	printout from jet dye machine beam tanks
11. Read and interpret quality control tools, e.g., checksheets, graphs and diagrams, control charts, cause and effect diagrams.	✓			4.4.3.	SPC, audit sheet
C. *Read and interpret basic health and safety procedures at the job/training site.*					
1. Read and interpret safety warning posters, signs, rules, and procedures including: housekeeping, fire protection, emergency situations and accident prevention.	✓			3.4.1. 3.4.2. 4.3.1. 4.3.3.	plant safety rules department safety rules
2. Read and interpret general procedures for reporting accidents, damage and emergencies.		✓		4.3.4.	
3. Read and interpret instructions for the safe use of equipment, materials, and machines.	✓			2.5.4. 4.3.2.	

* Refer to the **CASAS Curriculum Index & Matrix** for resource references.

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CASAS

APPENDIX C (cont.)

II. WRITING SKILLS

	Must Know To Succeed	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	Workplace Requirements of Job/Program: CASAS Competency Number *	COMMENTS
A. *Use Legible Writing and Appropriate Grammar.*					
1. Print or write legibly in ink.	✓			••	audit sheets, graphs, production sheets
2. Utilize appropriate mechanics of standard English.	✓			••	
B. *Utilize Occupational Specific Forms*					
1. Record date, time, and other requested information on work forms, charts, graphs.	✓			4.4.3. ••	audit sheets, SPC charts
2. Write common abbreviations specific to the job.	✓			4.4.3.	" " color abbreviations
C. *Write comprehensively.*					
1. Write information in clear, logical and complete manner.			✓	••	only office personnel
2. Take telephone messages accurately.			✓	2.1.7. ••	
3. Write short notes and/or simple memos.			✓	4.4.3. ••	
4. Write letters using correct structure and sentence style.			✓	••	
5. Use computer for simple word processing.			✓	4.4.6.	
6. Organize information into a brief written report.			✓	••	

* Refer to the **CASAS Curriculum Index & Matrix** for resource references.
** Refer to the **CASAS Writing Assessment Manual** and the **CASAS Applied Performance Manual.**

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CASAS

III. MEASUREMENT AND NUMERICAL SKILLS

A. *Utilize occupational specific math.*

	Workplace Requirements of Job/Program				
	Must Know To Succeed	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	CASAS Competency Number •	COMMENTS
1. Perform computations of addition, subtraction, multiplication and division, including multiple operations, using whole numbers.	✓			6.1.1., 6.1.2., 6.1.3., 6.1.4., 6.1.5.	SPC, measure beam widths adjust flanges, XR chart
2. Perform computations of addition, subtraction, multiplication and division, including multiple operations, using common or mixed fractions.	✓			6.3.1., 6.3.2., 6.3.3., 6.3.4., 6.3.5.	SPC, measure beam widths, adjust flanges
3. Perform computations of addition, subtraction, multiplication and division, including multiple operations, using decimal fractions and/or percentages, e.g., counting money, calculating sales tax, figuring discounts.	✓			6.2.1., 6.2.2., 6.2.3., 6.2.4., 6.2.5., 6.4.1., 6.4.3.	SPC (decimals)
4. Determine mathematical equivalents by converting fractions, percentages, and decimal fractions.			✓	6.2.6., 6.3.6. 6.4.4.	
5. Compute averages using whole numbers, fractions, decimals or percentages.	✓			1.1.8., 6.1.1., 6.1.4., 6.2.1., 6.2.4., 6.3.1.,	6.3.4., 6.7.5. XR Chart (mult. readings, get average)
6. Convert U.S. Standard to International Metric System of Measurement and/or vice versa.			✓	1.1.2. 6.6.1.	
7. Determine approximations by estimating, rounding off numbers, and judging the correctness of the response.			✓	6.9.2.	
8. Perform mathematical operations using equipment such as a calculator, cash register, business machine, and computer operated equipment.	✓			4.4.8.	calculator, computer

APPENDIX C (cont.)

• Refer to the **CASAS Curriculum Index & Matrix** for resource references.

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CASAS

APPENDIX C (cont.)

	Workplace Requirements of Job/Program				
	Must Know To Succeed	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	CASAS Competency Number •	COMMENTS
B. *Understand occupational specific use of mathematical symbols.*					
1. Interpret ratio and proportion, e.g., preparing mixtures, figuring pay rate.			✓	6.4.2. 6.4.5.	already in computer
2. Interpret data from graphs, e.g., line, bar, picture and circle graphs.			✓	6.7.1., 6.7.2., 6.7.3., 6.7.4.	
3. Identify lower case and upper case Roman numerals up to 1,000. (e.g., table of contents)			✓	6.0.1.	
C. *Utilize occupational specific measurement skills.*					
1. Calculate with units of time, e.g., figuring shipping schedules, use of time zones.	✓			2.1.3. 6.6.6.	change standard time to 24-hour time
2. Perform basic measurement tasks determining length, width, height, weight, including the use of conversion tables.	✓			1.1.4., 1.1.9., 6.6.2., 6.6.7. 6.6.4.	beam widths
3. Read and interpret basic measurement and numerical readings on measurement instruments, e.g., ruler, scale, micrometer, gauge, scope; including identifying fractions in progressive sizes.	✓			1.1.4., 6.6.4., 6.6.5., 6.6.7	tape measure PH meter (measure PH of water)
4. Solve measurement problems in U.S. Standard or Metric units using linear dimensions, area, volume, weights, geometric shapes and angles.			✓	1.1.2., 6.6.2., 6.6.3.	

• Refer to the **CASAS Curriculum Index & Matrix** for resource references.

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CASAS

APPENDIX C (cont.)

IV. ORGANIZATIONAL AND LEARNING SKILLS

	Workplace Requirements of Job/Program				
	Must Know To Succeed	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	CASAS Competency Number •	COMMENTS
1. Identify and paraphrase important points when listening to films, lectures, directions, and reports.	✓			0.3.1.	done through company training
2. Utilize notetaking skills for remembering important points when listening to films, lectures, directions, and reports or when reading instructional training materials.			✓		
3. Utilize test taking skills in training situations.	✓			•••	
4. Demonstrate ability to organize time and prioritize personal, educational and workplace responsibilities.	✓			4.4.2..	Choosing next lot or prepad dye - which machine to unload next
5. Utilize or create memory devices and visual images for remembering information.	✓				
6. Utilize resources to seek information, e.g., dictionary, library, labels, handbooks, manuals.	✓			2.5.6. 2.8.3. 4.2.4.	done through company training

• Refer to the **CASAS Curriculum Index & Matrix** for resource references.
••• Refer to the **CASAS Life Skills Materials** which consists of CASAS format test items for classroom use and practice.

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CASAS

APPENDIX C (cont.)

V. COMMUNICATION SKILLS

	Workplace Requirements of Job/Program: Must Know To Succeed	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	CASAS Competency Number •	COMMENTS
1. Follow spoken sequential directions.	✓			2.2.1. 4.4.5.	from supervisor
2. Use the telephone to make and receive business calls.	✓			2.1.8.	
3. Interpret task-related communications such as following, clarifying, giving or providing feedback to oral instructions.	✓			0.3.1. 4.4.5.	give supervisor the status of a lot
4. Formulate and ask questions.	✓			0.1.2. 4.4.5.	coworkers ↔ supervisors
5. Use appropriate non-verbal communication.	✓			0.1.1.	
6. Organize information into an oral report.			✓		
7. Utilize English that is acceptable with supervisors, peers, and clients.	✓			0.1.4. 4.4.1.	
8. Engage in appropriate social interaction with supervisors, the public, co-workers, and instructors.	✓			0.1.3. 4.4.1.	
9. Initiate action in response to requests from the supervisor, instructor, or customer.	✓			4.4.2. 4.4.5.	

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CASAS

APPENDIX C (cont.)

	Workplace Requirements of Job/Program				
	Must Know To Succeed	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	CASAS Competency Number •	COMMENTS
VI. CRITICAL THINKING AND PROBLEM SOLVING SKILLS					
1. Demonstrate ability to differentiate, sort, and classify information.			✓	••••	
2. Identify effective problem-solving strategies such as formulating, evaluating, and choosing options.	✓			••••	see IV.4
3. Solve problems and arrive at decisions as a team member in a work setting.	✓			••••	FIT teams, work cells
4. Demonstrate ability to apply or transfer skills learned in one job situation to another.	✓			••••	cross-training
VII. KNOWLEDGE OF CLASSROOM/WORKPLACE EXPECTATIONS					
A. *Understand employer and instructor expectations of workplace/classroom interaction.*					
1. Identify appropriate workplace and classroom behavior.	✓			0.1.5. 4.4.1.	C+A policies
2. Demonstrate appropriate ethical behavior for work and classroom.	✓			4.4.1.	" "
3. Identify general standards and procedures for personal hygiene.	✓			3.5.5.	
4. Demonstrate ability to solve interpersonal conflicts on the job.	✓			4.4.1. 4.4.5.	communicate with coworkers and/or go to supervisor

• Refer to the **CASAS Curriculum Index & Matrix** for resource references.
•••• Refer to the **CASAS Application of Critical Thinking in Employability.**

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CASAS

APPENDIX C (cont.)

B. *Understand employer and instructor expectations of workplace/classroom behavior.*

1. Identify situations in which employers and instructors usually expect work or school to have priority over personal affairs.
2. Identify situations in which action should be preceded by getting prior consent or advice from supervisor or instructor.
3. Identify situations in which employee/student is expected to take the initiative to report an unsafe or unusual condition to supervisor or instructor.
4. Identify appropriate behavior, attitudes, and social interaction for keeping a job and getting a promotion.

Workplace Requirements of Job/Program: Must Know To Succeed	Not Expected To Know Before Beginning (Will Teach)	Not Important For This Program/Job	CASAS Competency Number •	COMMENTS
✓			4.4.1. 4.4.4.	
✓			4.2.3. 4.2.4. 4.4.1.	Example: If PH is too low or too high
✓			4.3.3. 4.3.4.	verbally to supervisor
✓			4.4.1.	

• Refer to the **CASAS Curriculum Index & Matrix** for resource references.

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Name _____ Goal _____

Assignments are highlighted according to your goals and your assessed needs.

	Test	Score	Date

1.1. The student will use weights, measures, measurement scales, and money

1.1.3 Interpret maps and graphs

NP V 6 - 54 Graphs — *NPV, 58-67*
NP V 96 - 124 Maps — *NPV, 124-126*
MSTW-2, 168-172 — *NPV, 126-132*

1.1.4 Select, computer, or interpret appropriate standard measurements for length, width, perimeter, area, volume, height or weight

NP II 102 - 105 perimeter
NP II 106 - 107 area (rectangle and square)
112 - 113 area (circle)
NP II 108 - 109 volume (rectangle)
NP II 110 - 111 circumference
NP III 154 - 155 Pythagorean Theorem
NP IV 6 - 25 angles — *NPIV, 26-29*
NP IV 34 - 61 triangles, Pythag. Theorem — *NPIV, 62-64*
NP IV 70 - 72 English length
NP IV 72 - 74 Metric length
NP IV 74 - 79 add, subtract, multiply, divide length
MSTW-2 140 - 159 (English & Metric)
NP IV 80 - 82 perimeter
NP IV 84 - 85 area
NP IV 86 - 90 squares
NP IV 90 - 93 rectangles
NP IV 94 - 98 triangles — *Perimeter & area*
NP IV 102 - 105 circles — *NPIV, 106-109*
NP IV 118 - 138 volume
ES-OIUR 93 - 118
Plane Figures NPIV, 114-116

1.1.5 Interpret temperatures

NP III 148 - 151 (Celsius and Fahrenheit)
NP III 132 - 133 (wind chill)
ES-OIUR 124 - 125

1.1.6 Count, convert, and use coins and currency

NP I
MSTW-1 6-7, 8-9 (writing a check), 22 (rounding)
MSTW-1 36-37, 52-53, 68-69, 108-109, 124-125, 148

APPENDIX D

Name _____ Goal _____

Assignments are highlighted according to your goals and your assessed needs.

	Test	Score	Date

1.2. The student will apply principles of comparison shopping in the selection of goods and services

1.2.1. Interpret advertisements, labels or charts to select goods and services

NP II 124 - 125
NP V 67 - 86
MSTW-1 56-57
MSTW-2 164
ES-OIUR 59 - 68

1.2.2. Compare price or quality to determine the best buys for goods and services

NP II 124 - 125
The Ready Course
MSTW-1, 116, 149
ES-OIUR 59 - 68
$Mgt 88 - 105

1.3. The student will understand methods and procedures used to purchase goods and services

1.3.4. Use catalogs, order forms, and related information to purchase goods and services

The Ready Course
MSTW-1, 118 (purchase order)
ES-OIUR 59 - 68

1.5 Apply principles of budgeting in the management of money

1.5.1. Interpret information about personal and family budgets

$Mgt

1.8. The student will use banking and financial services in the community

1.8.2. Interpret the procedures and forms associated with banking services

WWN-C 82 - 87, 89-94
MSTW-2, 134-137
$Mgt 32 - 59

1.8.3. Interpret interest

NP II 118 - 123
MSTW-2, 130-133

1.9. The student will understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations

1.9.3. Compute mileage and gasoline consumption

NP III 134 - 135 (distance, rate, and time)
NP V 152 - 153
NP V 156 - 158
WWN-C 104 - 105
MSTW-1 159
MSTW-2 66

APPENDIX D (cont.)

Name _____ **Goal** _____

Assignments are highlighted according to your goals and your assessed needs.

	Test	Score	Date

2.3. The student will understand concepts of time

2.3.1. Interpret clock time

Math that Works
MSTW-1, 166-167
ES-OIUR 131 - 140

2.3.2. Identify the days of the week and the months of the year

NP V 160 - 161

3.2. The student will understand medical and dental forms and related information

3.2.3. Interpret information associated with medical, dental, or life insurance

NP V 34 - 34, 42 - 43
NP V 74 - 75, 76 - 77
NP V 154 - 155
WWN-C 57
ES-UFD 40 - 42

3.3. The student will understand how to select and use medications

3.3.2. Interpret medicine labels

ES-OIUR 49 - 58

3.4. The student will understand basic health and safety procedures

3.4.1. Interpret product label directions and warnings

ES-OIUR 49 - 58

3.4.3. Interpret procedures for simple first-aid

W.D. 1, 15

4.1. The student will understand basic principles of getting a job

4.1.2. Interpret job applications, resumes, and letters of application

ES-UFD 5 - 14

4.1.3. Identify and use sources of information about job opportunities such as job descriptions and job ads

4.1.4. Identify and use information about training opportunities

ES-UFD 67 - 78

4.1.5. Recognize standards of behavior for job interviews and select appropriate questions and responses during job interviews

4.1.6. Interpret general work-related vocabulary

W.D. 3, 5, 7, 11
O. E. Module
W.W. Module
ES-UFD

APPENDIX D (cont.)

Name _____ Goal _____

Assignments are highlighted according to your goals and your assessed needs.

	Test	Score	Date

4.2. The student will understand wages, benefits, and concepts of employee organizations

4.2.1. Interpret wages, wage deductions, and benefits, including wage information charts, pamphlets, and forms

NP V 142 - 143
WWN-C 50 - 56, 58
MSTW-2 55, 128
W.D. 4
O.E. Module
ES-UFD
SMgt 2 - 29

4.2.4. Interpret employee handbook

C & A Personnel Handbook
O.E. Module

4.3. The student will understand safety standards and procedures in training programs and in the work place

4.3.1. Interpret safety signs found in places of training, in employment, and in public buildings

O.E. Module

4.3.2. Interpret work safety manuals and related publications

O.E. Module

4.3.4. Identify procedures for reporting training and job-related hazards, accidents, injuries, and damages

O.E Module

4.4. The student will understand materials and concepts related to job training, employment, keeping a job, and getting a promotion

4.4.3. Recognize and use occupational signs, charts, forms, and written directions

O.E. Module
ES-IWP

4.4.4. Interpret job responsibilities and performance reviews

W.D. 12, 14
O.E. Module
ES-IWP.

5.4. The student will understand the concepts of taxation

5.4.1. Interpret income tax forms

NP I 132 - 133
NP II 132 - 133
WWN-C 140 - 146
W.C. Module
SMgt 2 - 29

5.4.3. Interpret tax tables

NP I 120 - 121
NP II 130 - 131
NP V 74 - 75, 82 - 85

APPENDIX D (cont.)

Name _____ Goal _____

Assignments are highlighted according to your goals and your assessed needs.

	Test	Score	Date

6.1. The student will compute using whole numbers

6.1.1. Add whole numbers

NP I 6 - 14 — *NPI, 18-19*
MSTW-1 1 - 5, 10 - 13, 18 - 21 (Intro)
MSTW-1 26 - 35, 44 - 51
MM 1.3, 1.4
W.C. Module
MMA-WN 27 - 50 — *MMA-WN 51 - 52*

6.1.2. Subtract whole numbers

NP I 22 - 36 — *NPI, 41-42*
MSTW-1 58 - 67, 74 - 87
MM 1.5
W.C. Module
MMA-WN 53 - 80 — *MMA-WN 81 - 82*

6.1.3. Multiply whole numbers

NP I 45 - 59 — *NPI, 66-67*
MSTW-1 90 - 107, 112 - 123
MM 1.6, 1.7, 1.8
W.C. Module
MMA-WN 83 - 117 — *MMA-WN 118 - 120*

6.1.4. Divide whole numbers

NP I 71 - 90 — *NPI, 99-101*
WWN-C 14
WWN-R 16 - 21
MM 1.10 - 1.11
MSTW-1 128 - 146, 149 - 161
W.C. Module
MMA-WN 121 - 151 — *MMA-WN 152 - 154*

6.1.5. Perform multiple operations and word problems using whole numbers

NP I 15 - 17, 37 - 40, 60 - 65, 91 - 98
NP VI 14 - 35, 55 - 69
W.C. Module
Problem Solving Strategies
MMA-WN 33, 71, 99, 132

6.2. The student will compute using decimal fractions

6.2.1. Add decimal fractions

NP II 49 - 55
WWN-C 7 - 9
WWN-R 76 - 77
MM 3.2
MSTW-2 4 - 9, 32 - 44
W.C. Module
MMA-DP 9 - 30 (meaning of decimals)
MMA-DP 31 - 38

APPENDIX D (cont.)

Name _____ Goal _____

Assignments are highlighted according to your goals and your assessed needs.

	Test	Score	Date
6.2.2. Subtract decimal fractions			
NP II 57			
WWN-C 7 - 9			
WWN-R 78 - 79			
MM 3.2			
MSTW-2 46			
W.C. Module			
MMA-DP 39 - 44	*MMA-DP 45 - 46*		
6.2.3. Multiply decimal fractions			
NP II 59 - 62			
WWN-C 11			
WWN-R 84 - 87			
MM 3.4			
MSTW-2 50 - 54			
W.C. Module.			
MMA-DP 47 - 58			
6.2.4. Divide decimal fractions			
NP II 64 - 68			
MSTW-2 56 - 59, 64, 67			
W.C. Module			
MMA-DP 59 - 70	*MMA-DP 71 - 72*		
6.2.5. Perform multiple operations and word problems using decimal fractions			
NP II 56, 58, 63, 69			
NP VI 36 - 47, 70 - 72			
W.C. Module			
MMA-DP 24, 37, 57	*NPII, 70-72*		

6.3. The student will compute using fractions

6.3.1. Add common or mixed fractions
- *NP II 5 - 19*
- *WWN-C 27 - 28*
- *WWN-R 30 - 36*
- *MM 2.3, 2.4*
- *MSTW-2 10 - 18, 70 - 78*
- *MMA-F*

6.3.2. Subtract common or mixed fractions
- *NP II 21 - 26*
- *WWN-C 29 - 30*
- *WWN-R 38 - 43*
- *MM 2.5*
- *MSTW-2 81 - 84, 86 - 90*
- *MMA-F*

6.3.3. Multiply common or mixed fractions
- *NP II 28 - 32*
- *WWN-R 48 - 54*
- *MM 2.6*
- *MSTW-2 94 - 97*
- *MMA-F*

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Name _____ Goal _____

Assignments are highlighted according to your goals and your assessed needs.

	Test	Score	Date
6.3.4. Divide common or mixed fractions			
NP II 34 - 41			
MSTW-2 100			
MMA-F			
6.3.5. Perform multiple operations and word problems using common or mixed fractions			
NP II 20, 27, 33, 42			
NP VI 48 - 54, 73 - 80			
MMA-F			
6.3.6. Convert common or mixed fractions to decimal fractions or percents			
NP II 52 - 53			
MMA-DP	*NPII, 43-45*		

6.4. The student will compute with percents, rate, ratio, and proportion

6.4.1. Apply a percent to determine amount of discount
- *NP III 72 - 77 (ratio and proportion)*
- *NP VI 74 - 91 (proportion word problems)*
- *NP II 81 - 84 (What is 5% of 120?)*
- *MSTW-2 20 - 25, 106 - 112*
- *MSTW-2 122 - 127, 129*
- *MMA-DP Units 4 & 5*

6.4.2. Apply a percent in a context to determine the whole amount
- *NP II 89 - 92 (6 is 5% of what number?)*
- *MMA-DP Units 4 & 5*

6.4.3. Calculate percents
- *NP II 85 - 88, 126 - 127 (6 is what % of 120?)*
- *MMA-DP Units 4 & 5*

6.4.4. Convert percents to common, mixed, or decimal fractions
- *NP II 76 - 80*
- *MSTW-2 118 - 121*
- *MMA-DP 82 - 86*

6.4.5. Use rate to compute increase or decrease
- *MMA-DP 136 - 137*

Percents NPII, 93-95

6.5. The student will use expressions, equations, or formulas

6.5.1. Recognize/evaluate simple consumer formulas
- *ES-UFD*

6.5.2. Recognize/evaluate simple geometric formulas *(See 1.1.4.)*

6.5.3. Recognize/evaluate simple algebraic formulas

NP III 4 - 21 (signed numbers)	*NP III, 22-23*
NP III 24 - 31 (square roots)	*NP III, 32-33*
NP IV 54 - 55 (square roots)	
NP III 34 - 41 (expressions and formulas)	*III, 42-43*
NP III 44 - 71 (equations)	*III, 80-83*

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Name _____ Goal _____

Assignments are highlighted according to your goals and your assessed needs.

	Test	Score	Date

6.6. The student will use measurement

- 6.6.1. Convert U.S. and Metric System of Measurement *(See 1.1.4.)*
- 6.6.2. Recognize, use, and measure linear dimensions, geometric shapes, or angles *(See 1.1.4.)*
- 6.6.3. Measure area and volume of geometric shapes *(See 1.1.4.)*
- 6.6.4. Use measurement instruments
  NP II 102 - 103
- 6.6.5. Interpret scale drawings

6.7. The student will interpret data from graphs and compute averages *(See 1.1.3.)*

MSTW-2 174 - 177
TEXTdisc
NP8

- 6.7.1. Interpret data given in a line graph
  MSTW-2 170 - 171
  TEXTdisc
  NP8 44 - 48
- 6.7.2. Interpret data given in a bar graph
  MSTW-2 165 - 169, 179
  TEXTdisc
  NP8 38 - 43
- 6.7.4. Interpret data given in a circle graph
  MSTW-2 172 - 173
  TEXTdisc
  NP8 52 - 54

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Textbook/Materials key

ES = Essential Skills (Contemporary)
- ES-OIUR = Obtaining Information and Using Resources
- ES-UFD = Using Forms and Documents
- ES-IWP = Improving Workplace Performance

MM = Modumath (VTAE)
MMA = Math Matters for Adults
- MMA-F = Fractions
- MMA-DP = Decimals and Percents
- MMA-GMA = Geometry, Measurement, and Algebra

$Mgt = Money Management (PSI Associates)
MSTW-1 = Math Skills that Work, Book 1 (Contemporary)
MSTW-2 = Math Skills that Work, Book 2 (Contemporary)
NP = Number Power (Contemporary)
O.E. Module = Organization Effectiveness Module
W.C. Module = Workplace Calculations Module
W.D. = Workplace Dynamics (New Readers Press)
W.W. Module = Workplace Writing Module
WWN-C = Working with Numbers-Consumer (Steck-Vaughn)
WWN-R = Working with Numbers-Refresher (Steck-Vaughn)

READING

	PUBLISHER/ ANSWER KEYS	DESCRIPTION	LEVEL
The Challenger Adult Reading Series Books 1 - 8	New Readers Press *Separate answer keys*	Basically phonics-based, Books 1 and 2 present lessons which contain phonics skill review, sight words, story passages requiring mastery of phonics skill review and sight words, comprehension questions requiring the ability to understand the main idea, reading for facts, and drawing conclusions. Books 3 - 5 require more sophisticated story interpretation and vocabulary development skills. Books 6 - 8 require advanced comprehension skills. Includes an in-depth vocabulary study.	Book numbers correspond with grade levels. For independent work, generally place students one level below test level.
Comprehension Skills Levels 1 and 2	Steck-Vaughn *Bound-in answer keys*	Main Idea, Context, Sequence, Conclusion, Inference, and Facts - These books use brief, highly varied and interesting reading selections with follow-up questions. Level 1 Level 2	 4 - 6 6 - 9
Comprehension Skills	Jamestown *Bound-in answer keys*	Student listens to the lessons being read on a cassette tape Encourages consistent reading rate - Follow-up questions Understanding Characters (Middle Level) Literary Forms (Middle Level) Making an Inference (Middle Level) Vocabulary (Middle Level) Vocabulary (Advanced Level)	4 - 8 8 - 12

APPENDIX E (1/13)

Math Skills that Work Book 1	Contemporary *Bound-in answer key*	Working with whole numbers and money Sorting and filing numerically Writing checks Filling our receipts, purchase orders, and forms Balancing checkbooks Interpreting paycheck stubs	4 - 6
Math Skills that Work Book 2	Contemporary *Bound-in answer key*	Using decimals, fractions, and percents Reading thermometers, rulers, scales, & gauges Interpreting graphs and data Calculating commissions and interest Determining unit prices and extended costs Understanding schedules and budgets	6 - 8

Reading Drills	Jamestown *Bound-in answer key*	Helps students improve speed plus comprehension. Each book contains 30 times passages from best-selling fiction and non-fiction.	
		Introductory Level	3 - 7
		Intermediate Level	4 - 8
		Advanced Level	7 - 10
Reading for Today Books 1 - 5	Steck-Vaughn *Separate answer keys*	Adult oriented topics. Diplomas to certify completion of each book. Teaches phonics in context of word families	1 - 5
Six-Way Paragraphs	Jamestown *Bound-in answer keys*	Designed to make students concentrate, think, and practice. Short, high-interest reading selections with questions on main idea, details, drawing conclusions, and vocabulary.	
Middle Level			
		Passages 1 - 20	4
		Passages 21 - 40	5
		Passages 41 - 60	6
		Passages 61 - 80	7
		Passages 81 -100	8
Advanced Level			
		Passages 1 - 20	8
		Passages 21 - 40	9
		Passages 41 - 60	10
		Passages 61 - 80	11
		Passages 81 -100	12
Vocabulary Drills Intermediate Level	Jamestown *Bound-in answer key*	Presents new words in meaningful context. Teaches prefixes, suffixes, roots, and word histories	6 - 8

APPENDIX E (3/10)

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SUPPLEMENTARY READING TEXTS/MATERIALS

Improving Your Vocabulary Skills	Educational Design, Inc. *Bound-in answer keys*	Prefixes & Bases, Suffixes, Context Clues	4 - 6
LifeScenes: Reading and Writing for Comprehension	Contemporary *Bound-in answer key*	Main idea and supporting details Inference Vocabulary Application - Combines high-interest story with reading comprehension and writing skills development.	6 - 8
Reading Skills for Adults	Steck-Vaughn *Bound-in answer keys*	A series of three increasingly difficult worktexts designed in low reading levels. Stresses and integrates comprehension, vocabulary, writing, and study skills with 15 selections/ book of current topics. **Blue Book (lowest level)** - emphasizes reading for the main idea, using context clues, recalling details, identifying synonyms and antonyms. **Red Book** - emphasizes drawing conclusions, recognizing idioms, forming new words and understanding multiple meanings. **Green Book (highest level)** - develops skills in distinguishing fact from opinion, understanding character traits, and writing topic sentences and well-constructed short paragraphs.	2 - 6
Superstars in Action Auto Racing Movies and TV Sports Courage and Daring Rock	Steck-Vaughn *Bound-in answer keys*	Present current topical articles highlighting a diverse group of people, backgrounds, and interests. Encourages students to learn new words and to infer meaning from their use. Ample practice is given in using these new vocabulary words in a variety of exercises.	4 - 6
Vocabulary for Competency	Educational Design, Inc.	Book 1 teaches 780 lower high school level words Book 2 teaches 811 upper high school level words	9 - 10 11 -12

APPENDIX E (4/10)

MATH

	PUBLISHER/ ANSWER KEYS	DESCRIPTION	LEVEL
Number Power 1	Contemporary *Bound-in answer keys*	Add, Subtract, Multiply, Divide Whole Numbers	4 - 6
Number Power 2		Fractions, Decimals, & Percents	5 - 8
Number Power 3		Pre-Algebra and Basic Algebra	8 - 9
Number Power 4		Basic Geometry	8 - 9
Number Power 5		Graphs, Tables, Schedules, & Maps	6 - 8
Number Power 6		Word Problems	6 - 8
Number Power 8		Analyzing Data	6 - 8
Working with Numbers - Consumer Math	Steck-Vaughn *Separate answer key*	Unit 1 Reviewing Basic Skills Unit 2 Reviewing Basic Skills Unit 3 Earning Money Unit 4 Handling Money Unit 5 Driving a Car Unit 6 Owning a Home Unit 7 Paying Taxes Final Review	6 - 9
Working with Numbers - Refresher Math	Steck-Vaughn *Separate answer key*	Unit 1 Whole Numbers Unit 2 The Meaning and Use of Fractions Unit 3 Multiplication & Division of Fractions Unit 4 Working with Decimals Unit 5 Percents Unit 6 Measurement Unit 7 Solving and Using Equations Final Review	For higher level math as a refresher course.

LANGUAGE/COMMUNICATION

	PUBLISHER/ ANSWER KEYS	DESCRIPTION	LEVEL
Language Exercises	Steck-Vaughn *Separate answer keys*	Series of 9 worktexts that supply practice in the basics of grammar and usage. Each book contains 6 units covering (1) vocabulary, (2) sentences, (3) grammar and usage, (4) capitalization and punctuation, (5) composition, and (6) study skills. Each page provides a drill and practice worksheet for a particular isolated skill. Unit reviews also included.	Levels C - G Grades 4 - 8
English Essentials	Steck-Vaughn *Separate answer keys*	Thorough review of usage, grammar, and punctuation. Pretest identifies initial strengths and weaknesses. Bound-in handbook includes definitions and explains capitalization, punctuation, plurals, and parts of speech.	8 - 10
On Your Own: Applications of Grammar for Adults	Cambridge *Separate teacher's guide*	A series of 6 videotapes, each containing one program which consists of 3 five-minute video dramas Sentences, Fragments, and Run-On Sentences Verbs Nouns, Pronouns, and Possession Agreement Adjectives, Adverbs, Descriptive Phrases and Clauses Punctuation, Capitalization, and Spelling	
On Your Own: Applications of Writing Process	Cambridge *Separate teacher's guide*	A series of 8 videotapes, each containing one program which consists of 3 five-minute video dramas Prewriting and Drafting Revising for Organization Revising for Style Editing and Sharing	

SUPPLEMENTARY LANGUAGE/COMMUNICATION TEXTS

Patterns in Spelling Book 1	New Readers Press *Answer key in3 separate teacher's edition*	22 lessons on different word families	2 - 4
Improving Your Spelling Skills	Educational Design, Inc. *Bound-in answer keys*	Prefixes, Suffixes, Plurals, Using Apostrophes & Capitalization	4 - 6

OTHER TEXTS/MATERIALS

	PUBLISHER/ ANSWER KEYS	DESCRIPTION	LEVEL
Critical Thinking for Adults	Steck-Vaughn *Bound-in answer key*	31 reasoning skills, problem-solving strategies applied to real-life situations. Develops higher order cognitive skills. Parallels GED testing areas	5 - 6
Steps to Learning, Books 1 and 2	Steck-Vaughn *Bound-in answer key*	Designed to provide interesting reading and work-type material presented in a sequential, functional way so that it meets the needs of the adult in beginning reading and writing Essential reading skills are presented in a simple, sequential way Simple number problems, including metric, reflect adult activities such as counting money, telling time, using a calendar, using a ruler, using common fractions, and solving simple problems Each page is an in-depth lesson	1 - 2
GED Exercise Books	Steck-Vaughn *Bound-in answer keys*	Six exercise books covering the 5 GED test areas. Questions and tests mirror the GED tests precisely in design, format, and content. Answers are fully explained. Extra emphasis on map, chart, and graph interpretation.	9.5 - 11
Workplace Dynamics	New Readers Press	Designed to improve communication, problem-solving, and teamwork skills, along with reading and writing. Includes simulations, role plays, and other activities that present realistic work situations	

APPENDIX E (8/10)

COMPUTER PROGRAMS

Learning Styles Survey (Synergistic Educational Technology Systems)

Helps students to understand their own learning styles better. Gives a score for Visual Linguistic, Auditory Linguistic, Visual Quantitative, and Auiditory Quantitative styles.

Modumath (Wisconsin Interactive Learning Environment)

Includes 20 lasef discs covering whole numbers, fractions, decimals, percent, and algebra.

Ready Course (Interactive Knowledge)

The Ready Course on CD-ROM is ten reading comprehension modules on topics of interest to adults (health, consumer, and other issues). Each module contains 5 hours of courseware and 20 minutes of audio to provide instruction on seven important reading skills (Reading level 5 - 9)

Speed Reader (Davidson)

Student sets the program for the speed he is comfortable with or according to a timed reading passage. Trains the eye to keep moving and to read in phrases.

TEXTdisc (Interactive Knowledge)

Basic reading and math skills using content relevant to the textile industry and workforce. Sound and color photographs on CD-ROM computer

Touch Reading (CENTEC)

Foundations for Reading explains the value of literacy in everyday life through motivational vignettes. Teaches the names, shapes, and sounds of the letters of the alphabet. Simple rules of language, such as punctuation and contractions.

Putting Language to Work offers the mechanics of speech to metacognitive skills.

Spelling and Vocabulary gives guidelines for spelling, syllabication, and vocabulary. Uses crossword puzzles and anagrams

Keyboards and Beyond - Basic keyboarding skills

CASAS	4.1.6. 4.4.3.

C.I.S.S.

Use the attached form to answer the following questions:

1. This is a C.I.S.S. form. C.I.S.S. stands for
   a) Continuous Input from Staff and Supervisors
   b) Continuous Improvement Suggestion System
   c) Collecting Information from Second Shift
   d) Collins and Aikman Industrial Statistical Surveys

2. Who can fill out a C.I.S. S. form?

3. On which line do you write your name?

4. How long does the supervisor have to respond to your C.I.S.S?

5. On which line does the Industrial Engineering department note its approval?

6. Who signs on Line 13?

7. Which lines are to be completed by the employee?

8. To whom do you give your completed C.I.S.S. form?

9. Who gets a copy of your C.I.S.S. sheet?

10. On lines 5 and 6, what does No. stand for?

11. Who can help you with the form?

12. In line 7, why do you think a problem is also called an opportunity?

13. Have you ever completed a C.I.S.S. form?
    If not, why haven't you turned in a C.I.S.S?

APPENDIX F

Collins & Aikman

CONTINUOUS IMPROVEMENT SUGGESTION

EMPLOYEE _____ (1) DEPT. _____ (4)

SHIFT: _____ (2) CARD NO. _____ (5)

DATE: _____ (3) EMP. NO. _____ (6)

(7) PROBLEM OR OPPORTUNITY: _____

(8) SUGGESTION SOLUTION: _____

(9) RESULTS: _____

SUPERVISOR'S SIGNATURE: _____ (10) DATE RECEIVED: _____ (11)

COMMENTS: (48 Hour Response) (12) _____

DEPT. MGR.'S SIGNATURE: (13) _____ DATE RECEIVED: _____ (14)

COMMENTS: (3 Day Response) (15) _____

(16) 1. TYPE SUGGESTION: Housekeeping / Safety _____ Productivity _____

Quality _____ Energy _____ Customer Service _____ Material _____

(17) 2. I.E. APPROVAL: _____ CIP _____ Amount _____

SUGGESTION GUIDELINES

1. Write the details of the problem in your own words.
2. Write your solution and describe your method or plan.
3. Use graphs, pictures, data, etc. to support the problem definition and your solution.
4. Describe the improvements that will result from your suggestion and include data, if available on cost and/or time savings.
5. See your supervisor if you need help.

WHITE Copy - DEPARTMENT
YELLOW Copy - INDUSTRIAL ENGINEERING

RENFREW PRINTING, Greenville, NC

ORGANIZATION EFFECTIVENESS: UNDERSTANDING WHERE YOU WORK

PURPOSE: TO PROVIDE PARTICIPANTS WITH A BETTER UNDERSTANDING OF WHERE THEY WORK.

OBJECTIVES:

TO GAIN KNOWLEDGE ABOUT THE HISTORY AND PURPOSE OF THE COMPANY.

TO BECOME FAMILIAR WITH THE VARIOUS COMPANY DEPARTMENTS AND TERMINOLOGY.

TO REVIEW BENEFIT INFORMATION.

TO PRACTICE READING SKILLS THROUGH JOB-RELATED MATERIALS.

MAJOR SKILLS PRACTICED THROUGH JOB-RELATED MATERIALS.

MAKING PREDICTIONS
WORD MEANING
JUDGING SENTENCE SEQUENCE
IDENTIFYING STRUCTURE
RECALLING DETAILS
FINDING THE MAIN IDEA
JUDGING FACTS AND OPINIONS
IDENTIFYING CAUSE AND EFFECT
MAKING INFERENCES

OBJECTIVES TO ACHIEVE

WHEN YOU COMPLETE THIS COURSE, YOU WILL BE ABLE TO:

OBJECTIVE #1: Identify a good problem solving strategy you should use before calculating begins with workplace problems.

OBJECTIVE #2: Learn the basics of calculator use.

OBJECTIVE #3: Show how to calculate for common work problems such as:

- **basic calculations**
- **finding the average**
- **finding the range**
- **working with measurement**
- **interpreting a paycheck stub**

MASTERY

Mastery of these skills requires that you complete:

- All learning activities
- A written Post-Check with a score of at least [illegible] out of [illegible] points (80%) correct.

NOTICE! Each of these skills describes:

- What you must do
- How you will prove you can do it
- How accurate you must be when you do the task

OBJECTIVES TO ACHIEVE

WHEN YOU COMPLETE THIS COURSE, YOU WILL BE ABLE TO:

.OBJECTIVE #1: Identify a good problem solving strategy you should use before writing begins.

.OBJECTIVE #2: Show how to write for common work problems such as:

- **writing to pass on information**
- **writing to respond to questions and requests**
- **writing to report information**
- **writing to request information and services**

.OBJECTIVE #3: Write business documents using a variety of forms and writing formats.

.OBJECTIVE #4: Use basic language skills

MASTERY

Mastery of these skills requires that you complete:

- All learning activities
- A written Post-Check with a score of a least 16 out of 20 points (80%) correct.

NOTICE! Each of these skills describes:

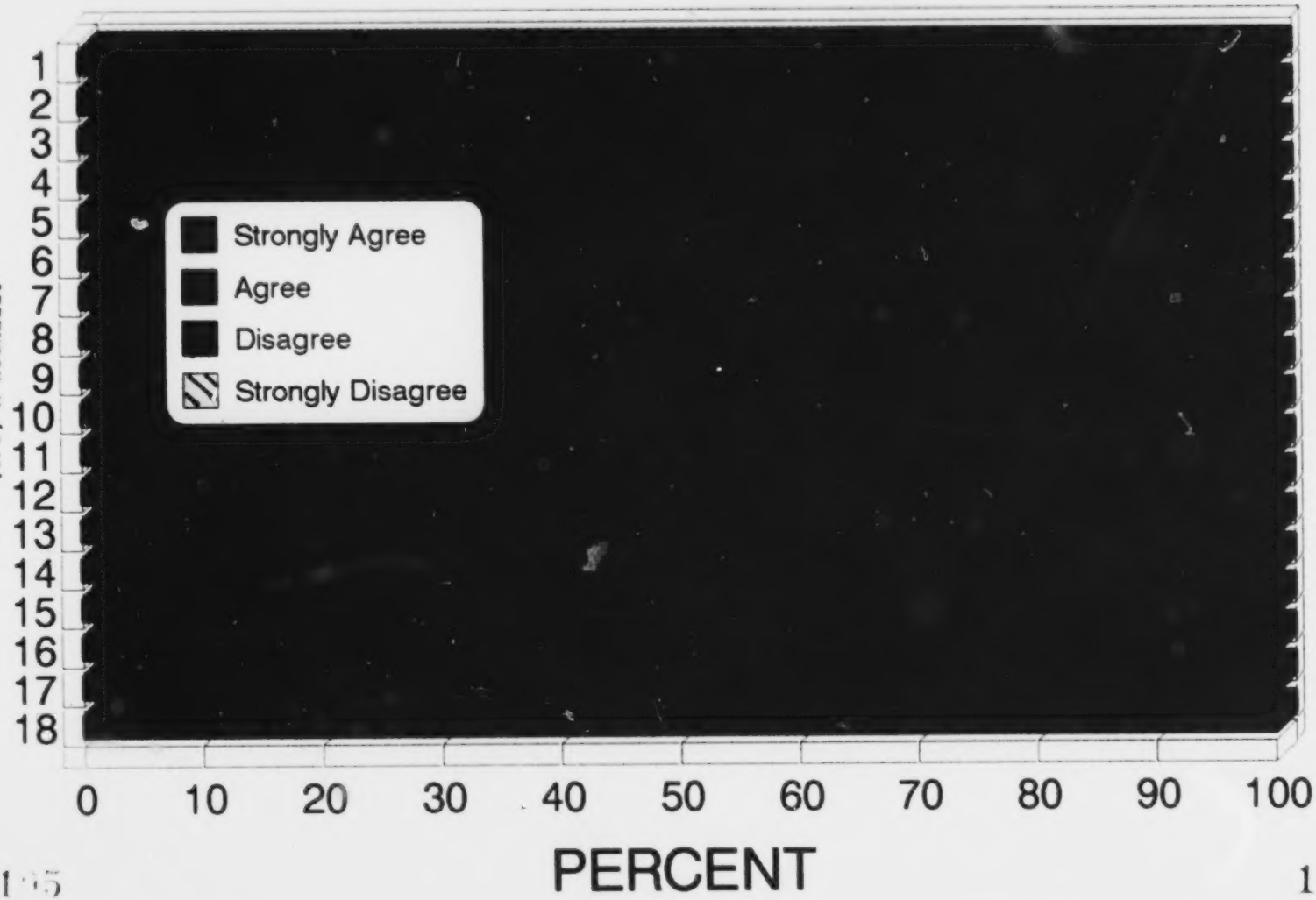
- What you must do
- How you will prove you can do it
- How accurate you must be when you do the task

$(CA)^2$ EVALUATION FORM

1. The instructor made the course objectives clear to me.
2. The instructor knows the subject well.
3. The instructor's presentation of course material and equipment was clear.
4. The instructor readily gave attention to students when needed.
5. The instructor was sincerely and actively interested in the students.
6. The method of teaching in this course has been appropriate for the subject matter and the students.
7. The reading assignments were interesting and thought-provoking.
8. I was able to learn at a pace which was comfortable for me.
9. My program of study was designed around my own learning goals.
10. The materials I used in the course were appropriate for me.
11. The computer programs were helpful and easy to use.
12. This course has contributed to increased self-confidence on the job.
13. I have learned some things in this program which are helpful to me on the job.
14. I feel that my self-esteem has improved as a result of my participation in this program.
15. The class schedule (times) were convenient for me.
16. I plan to continue this program in the next quarter.
17. On the whole, I give the course an excellent rating.
18. On the whole, I give the instructor an excellent rating.

STUDENT SURVEY

Fall 1992



APPENDIX H (2/9)

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$(CA)^2$ Evaluation Form - Fall 1992

What did you like most about the program?

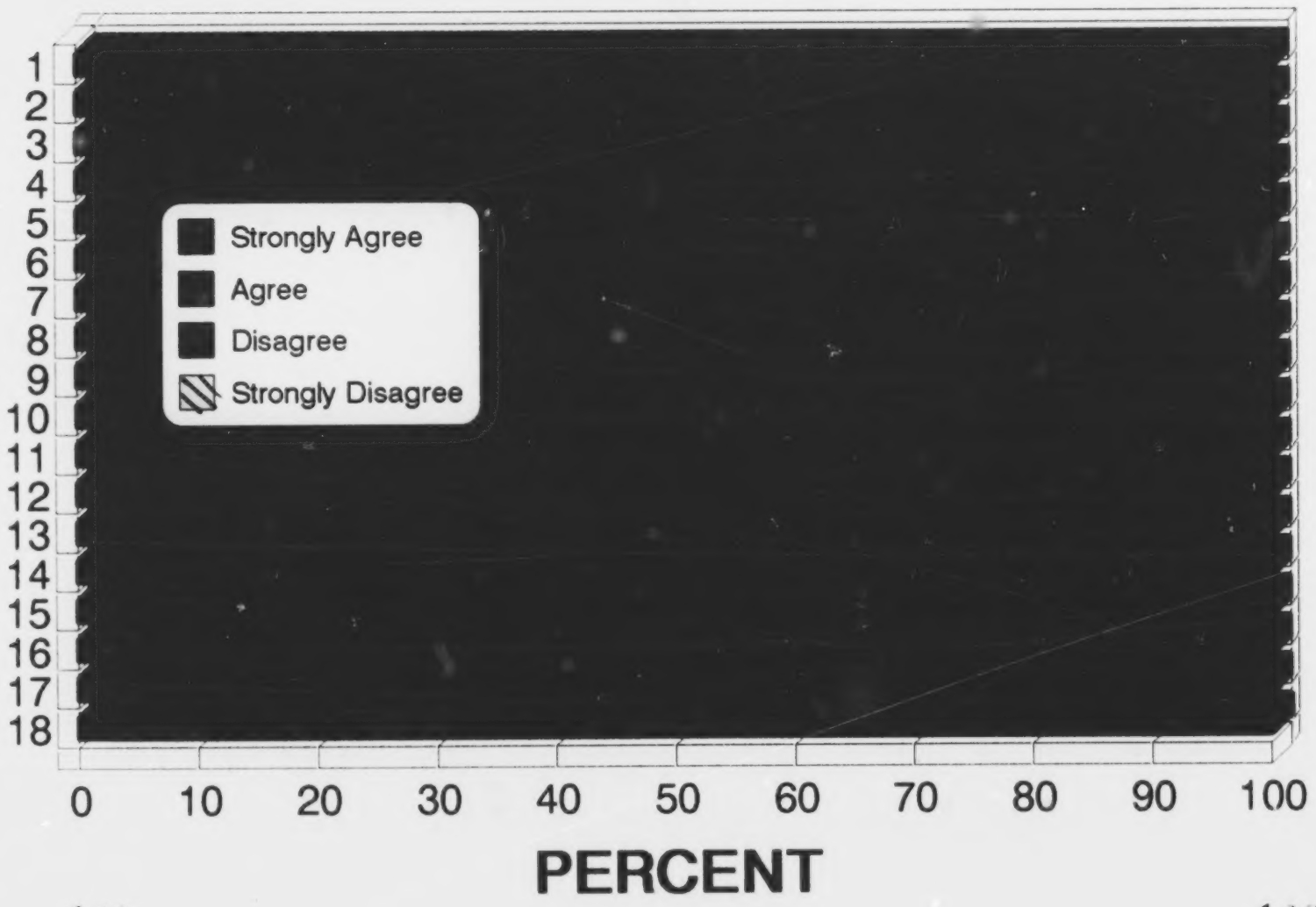
1. The instructor took up time with us to let us read and tell what we got out of it.
2. I was able to learn more words.
3. It helped my self-esteem and gave me confidence in my job.
4. I like getting to work at my own pace without being pushed to go from one thing to another.
5. The instructor was always there and willing to help.
6. The paragraphs contained good subjects and facts about life. The reading materials made you really think before you answered.
7. It helped in my reading and spelling. The time is also good.
8. Gives time to learn about things that were difficult in school.
9. Everything (2 responses)
10. Working at my own pace (3 responses)
11. It gave me a chance to brush up on skills that I do not use regularly on my job or at home.
12. Good instructor; Computer was very interesting
13. The attitude of the instructor was cooperative and kind.
14. I like learning to read better.
15. The computer and reading
16. The program helped my reading and writing
17. The reading material was interesting and educational
18. Was able to learn at a comfortable pace.
19. I love the idea of learning through the use of computers.
20. I like having an opportunity to finish getting my education
21. It gave me a chance to review math and get familiar with the computer.
22. Working on the computer.
23. Math
24. I like getting individual help with my work. I didn't have to rush. I like working at my own pace.

What would you like to see changed about the program?

1. Nothing (10 responses)
2. Would like to see more activities to do on the computer
3. Would like to see the instructor be more familiar with what is in the books.
4. More classroom instruction on the board
5. Would like to see more one-on-one teaching
6. Would like to see more courses added
7. It would be nice to have a computer class.

STUDENT SURVEY

Spring 1993



APPENDIX H (4/9)

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$(CA)^2$ Evaluation Form - Spring 1993

What did you like most about the program?

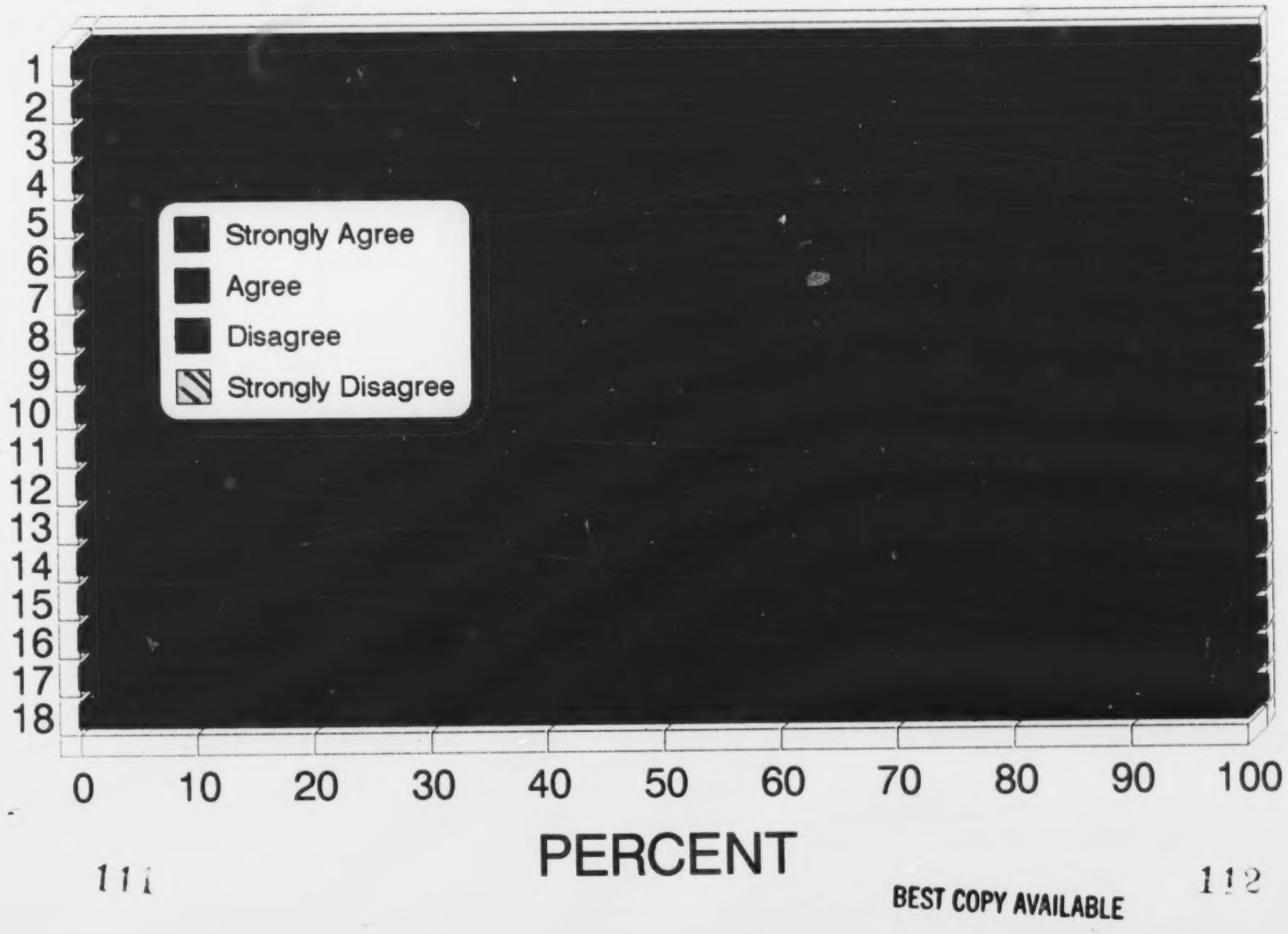
1. The program gave me time to study.
2. The instructors were patient and cooperative with the students. the courses were paced at a level where I felt comfortable working.
3. I liked working with the Word Attack and Touch Typing programs. It allowed me to familiarize myself with the keyboard and increase my typing speed.
4. I enjoyed working with the computers.
5. The program was very rewarding.
6. The program help to refresh my skills in fractions and decimals.
7. I liked everything about the program. (2 responses)
8. I enjoyed reading and working with math.
9. I enjoyed Speed Reading, Touch Typing and Math Blaster on the computer.
10. The program helped me to update my skills in reading and math.
11. I would like to see the class continue.
12. I especially liked the way the instructors helped the students with math problems.
13. I like working with the ModuMath program.
14. The program enhanced my skills in math.

What would you like to see changed about the program?

1. I would like to see more computers.
2. Nothing (3 responses)

STUDENT SURVEY

Fall 1993



APPENDIX H (6/9)

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$(CA)^2$ Evaluation Form - Fall 1993

What did you like most about the program?

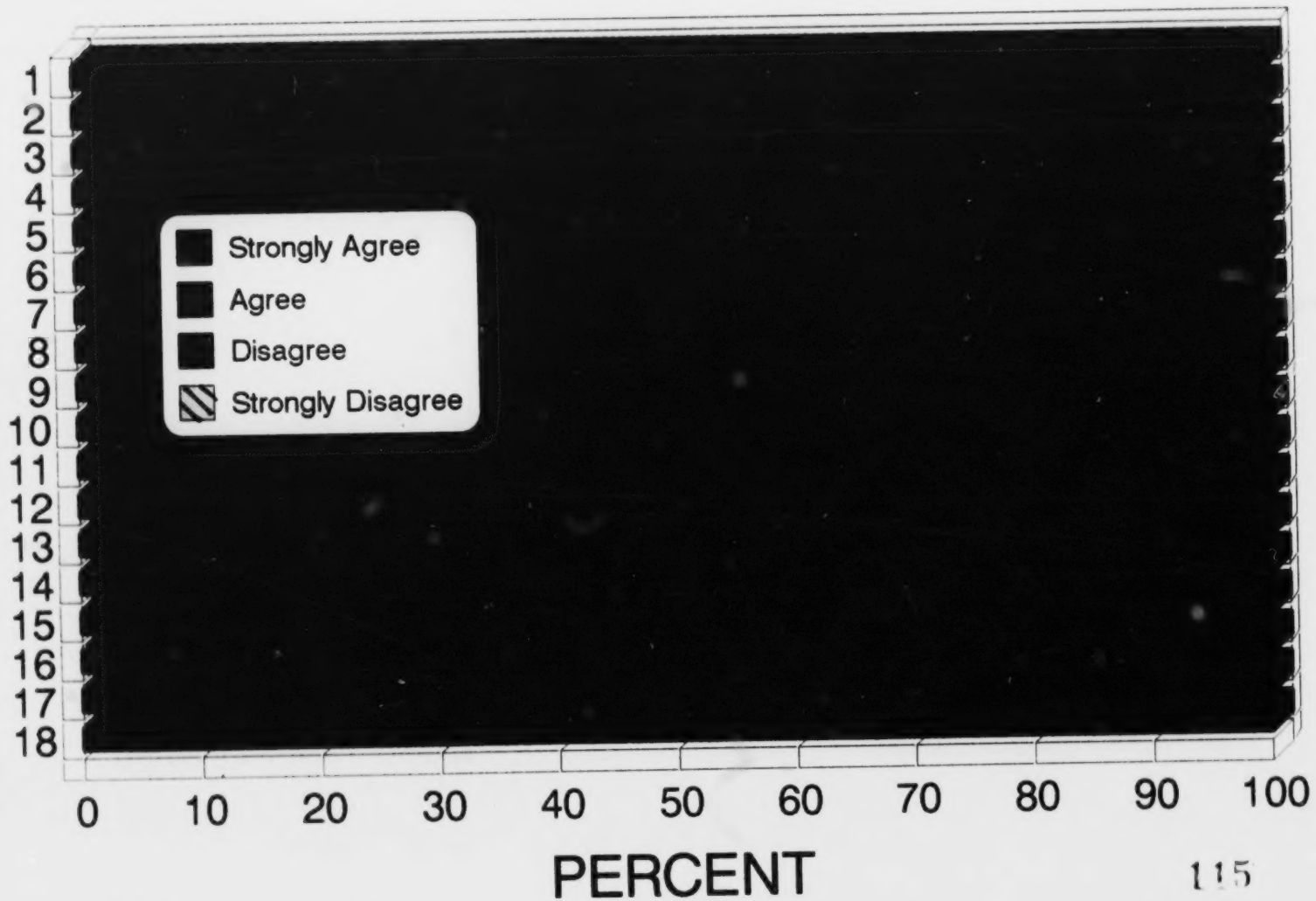
1. The instructors are so ready to help when you have a problem.
2. I like taking my time and working at a comfortable rate.
3. The programs on the computers
4. The reading passages were very interesting.
5. Everything!
6. I like the chance to review my math skills.
7. I like the program because it helped me to be more sure of myself.
8. The instructors explain things in ways that make it seem simple.
9. I understand math word problems better now.
10. The private study places

What would you like to see changed about the program?

1. Nothing
2. I wish the program could offer computer classes like Lotus 123
3. Books that we can take home with us
4. More computers

STUDENT SURVEY

Winter 1994



APPENDIX H (8/9)

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$(CA)^2$ Evaluation Form - Winter 1993-94

What did you like most about the program?

1. What I liked best was that the teacher helped us so much.
2. Everything (2 responses)
3. No one rushes you. When you are given a test, the instructor helps you go over your mistakes and helps you go on from there.
4. The material is great to work with.
5. Flexible hours, good working materials, helpful instructors, a chance to set your own goals
6. The Workplace Dynamics class. It was enjoyable and we learned a lot about ourselves and others.

What would you like to see changed about the program?

1. Nothing (2 responses)
2. A bigger study area at the warehouse
3. More people involved
4. I would like to see the class have an instructor for math, one for reading, one for computers, and have a few students to teach these things too.

Certificate of Mastery

Presented to

John Doe

For outstanding achievement in

_____

_____
Instructor

_____
Date

BEST COPY AVAILABLE

FOLLOW-UP LOG

Name_____ Phone_____

Dept._____ Shift_____

Note	Phone Call	Other	Comments	Date Rec'd

APPENDIX J